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This brochure contains reprints of  
articles on Senior Officer Schools  
featured in OTR Bulletins from  
April 1963 through March 1965.

Office of Training/RS

April 1965

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ERRATA SHEET

Advanced Management Program p 3 para 1. Age requirement is to read: 37-55.

Air War College p 6 para 2. Maximum age is 44 as of 1 January of the fiscal year of class entry.

Armed Forces Staff College p 8 para 3. Add qualification of "Q" clearance.

Industrial College of the Armed Forces p 16 delete para 3. Substitute: Age requirement is 35-45; Grade GS-14 or above; "Q" clearance; Bachelor's degree is recommended. Agency quota is 3. Nominations are made by Deputy Directors to the Training Selection Board. The Board reviews applications, interviews candidates and recommends nominees for approval by the DDCI.

National War College p 21 para 3. ---"selected by the DCI" is to read "selected by the DDCI." Add qualifications: Age 35-45; Grade GS-14 or above; "Q" clearance.

p 23 para 2. ---"presented to an ad hoc committee chaired by the Director of Personnel" is to read "presented to the Training Selection Board chaired by the Director of Training." Add: The TSB reviews applications, interviews candidates and recommends nominees to the DDCI for his approval.

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# ADVANCED MANAGEMENT PROGRAM HARVARD UNIVERSITY

Editor's Note: This is the eighth in a series of articles on Senior Officer Schools. The next article, and last of the series, will be

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A CIA "Senior Executive Officer," the comptroller of a lawn mower and bicycle manufacturing company, the Chief of the Secret Police of Indonesia, a cheese manufacturer from South Africa, Vice-President of the Eastern Region of Lockheed, Captain of the carrier USS Coral Sea, Chief Economist for the Arabian American Oil Company, and manager of a Mexican plywood company -- add about 140 other diverse occupations, nationalities, and individuals and you have the make-up of the typical Advanced Management Program (AMP) class at Harvard. (In the program, 60-65% of the participants are from large and small private companies in the United States and Canada. Typically, 15-20% are from firms in other parts of the world. Another 15-20% represent military and civilians of the U.S. Government.) Add to this group, lectures, formal and informal discussion groups, seminars, case studies, and business games under the direction of eight leading educators, and you have the structure of this unique educational program.

At some point in his development, almost every executive needs to increase his skills in planning, organizing, and formulating long-range policies. He may wish to understand more clearly the meaning for his organization of salient trends in a rapidly changing environment - technical, economic, political, and social. Or he may need the opportunity to formulate more clearly his own personal values and those attitudes which will condition his behavior as a leader.

The AMP is designed to help the executive meet such needs or opportunities. It aims at developing a general management viewpoint in which the organization is seen as an entity. It seeks to increase skills in planning the strategy in formulating policy for, and in organizing domestic and worldwide organizations. Specific goals are outlined in the catalog as follows:

- OBJECTIVES**
- to gain an understanding of the processes of management; the internal communication process, control systems, financial flows, planning processes, and formal and informal organization systems.
  - to develop increased competence in the area of corporate long-range planning and in business policy formulations in a world setting.
  - to gain understanding of the role of the top administrator in managing his organization, appraising executive performance, providing leadership for his organization, and in dealing with external groups.
  - to gain understanding of the role of business in society, its responsibilities and its relationships to employees, stockholders, Government agencies, and to the community.

The topics that are covered in the course are:

- COURSE AREAS**
- Business Policy: the leadership role of top management in developing basic strategies and major policies of the organization.
  - Administrative Practices: human aspects of administration relevant to high levels of management; the communication process, the individuals, the group and the relations of one group to another; motivation, responsibility, authority, power and influence.
  - Accounting and Financial Policy: basic accounting concepts and the development and interpretation of data for appraisal, decision-making, and communication; estimating and financing short and long-term needs for funds; proper allocation of capital.
  - Marketing Management: analysis of market demand; the design and evaluation of marketing programs.

Course Areas (cont'd)

Labor Relations: the range of problems in labor relations from the supervisory to top-management levels; public policy issues.

Business and the World Society: national and international monetary and fiscal policies; antitrust problems, business and government relationships, and ethical issues facing corporate management.

Business History: the role of the business leader in historical perspective; business as an instrument of change.

The Advanced Management Program is given twice a year, in February and in August, and runs for thirteen weeks. Currently the Agency's candidates must be in Grade GS-15 or above and must be between 36 and 50 years of age. Like students who attend other Senior Officer Schools, nominations for AMP are made by a Deputy Director to the Agency's Training Selection Board, and are made at least a year in advance of the date of the program. The Board reviews applications, interviews candidates (if they are available at Headquarters), and submits its recommendation of the Agency's nominee to the DDCI for final approval.

Since 1952 the Agency has sent 27 representatives. Many have submitted reports on the program, all of which are most favorable. Matters of the organization of the course, the material that is presented in it, the way in which a CIA representative is expected to present himself and the Agency, the advantages of working and studying with representatives of other agencies of the Government and with American and foreign businessmen have all been summarized in these reports. About the substance of the course and the stimulation it provided him, one employee wrote:

"The course is beautifully organized, expertly presented, and a stimulus for even the brightest in the class. But the purpose, I'm sure, is not primarily to teach business. It's to challenge you to think in new dimensions; to preserve an open, inquiring mind; and to sharpen your sensitivity for the accelerating changes that the world of tomorrow must inevitably force upon us."

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[REDACTED] the comments of two  
representatives read:

"During the program a custom evolved which required each student to give one or more short presentations on his company and what he did in his company. I found that all the students were extremely interested in CIA and I think that any student who goes to this course should prepare himself beforehand for such a presentation. It can be done and done well without disclosure of classified information."

"... The class members were inclined to be quite frank in discussions of company problems which information would never be found in an annual report or other company public issuance... I used, as source material, the various public addresses of the DCI and recognized public books on CIA and the national security function. I was able to speak quite openly and freely concerning the mission of CIA without revealing material that should not be publicly discussed. The class members showed extreme interest and clearly recognized that there were many questions to which I could not respond... Of importance was the realization that the problems of management in business were generally similar to those in government."

Yet another employee compared the program to "a religious retreat" and as an "opportunity to free oneself from the demands of 'getting the job done' and to consider only the theory of management as a science."

The Advanced Management Program is one of several management programs in which the Agency is interested. Harvard has another course, the Program for Management Development, which is an intensive course for mid-level managers. It includes studies of general management, human behavior, finance, major problems facing business administrators, and the role of business in the national economy. It is usually sixteen weeks long, beginning, like AMP, in late August and in January. The Agency's representative must be Grade GS-13 or above and, again, is chosen by the Agency's Training Selection Board.

(OTR Bulletin, January - February 1965)

## AIR WAR COLLEGE

Editor's Note: This is the sixth article on the Senior Defense Schools (known to Agency employees also as Senior Officer Colleges). Summaries of other Senior Defense Schools will appear in subsequent issues of the OTR Bulletin.

Maxwell Air Force Base, Montgomery, Alabama is the Headquarters of the Air War College, which was established in March of 1946 as the senior professional school in the Air Force's educational system. Like most of the Senior Defense Schools, the Air War College operates on a ten-month curriculum which begins in mid-August and ends in early June. Its primary purpose is to keep its officers abreast of the major problems of national and international relations, military strategy, joint, combined and specific commands, national strategy, modern weapons systems, science and technology, and logistics. Its brochure outlines its objectives more specifically as follows:



1. To gain a more complete understanding of international relations, the nature of conflict, the essential elements of strategy, sound employment doctrine, and staff responsibilities.
2. To further develop an appreciation of current problems of national defense.
3. To develop a comprehensive understanding of the capabilities and limitations of our warfare studies in support of national policy.

Each year the Air War College has approximately 275 persons in the program. These men are from the United States Air Force, Army, Navy, Marine Corps, the Royal Air Force. There are representatives also from the Department of State, USIA, National Security Agency, and the Central Intelligence Agency.

CIA's representatives are officers in Grades GS-14, or higher, and are between the ages of 35 and 45. After an initial screening of applicants within the Directorates, a Deputy Director nominates his candidates for the College to the Agency's Training Selection Board(TSB). The Board screens the candidates in more detail. This part of the screening includes a personal interview with the candidate. (Officers who have been nominated by their Deputy Directors but who are not available for an interview are at no loss in the selection process. Their professional activity away from Headquarters is taken into full consideration.) After the TSB has selected the nominees -- the Agency is expected to have its quota at Air War College increased from two to three for the next session -- the names are sent to the DDCI for final selection. Successful candidates are notified by TSB of their selection; so too are those not so successful. (Failure to be selected one year is not necessarily a deterrent to applying for the following year's program.)

During the ten months of the course students at the Air War College have an opportunity to hear top-level civilian and military leaders speak quite frankly about the most sensitive aspects of U. S. policy. They also hear lectures by leaders in the fields of education, industry, science, and politics. There are opportunities for question and answer exchanges by the students and instructors; there are seminars, research, prescribed reading, field trips, and a thesis.

Seminars are designed to supplement the lectures and individual research. Reading assignments are planned to provide the students with background material. The thesis program is intended to complement the lectures, the reading, and the seminars. For his thesis, the student selects a problem dealing with an aspect of national defense.

There may be several field trips. One year the students visited Cape Kennedy for a tour of the facility and to observe the launching of Atlas and Titus missiles; they took a cruise

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aboard the attack carrier, USS Independence, to witness launching and retrieving of aircraft, anti-submarine tactics, and aircraft rocket firing; also, a trip to Fort Benning to witness a fire-power demonstration and the Army's latest airborne tactical concepts.

As is the case with other Senior Defense Schools, there is an additional feature at Air War College whereby those who wish to take advantage of it may participate in the Off-Campus George Washington University Center of the College of General Studies which is located at the Base. The feature provides an opportunity for AWC students and faculty and professional graduates to further their formal academic education during off-duty hours. Courses are offered toward a Bachelor's degree in the College of General Studies and toward an MA in International Studies.

In addition to the benefits from lectures given by top-level representatives of the government and industry, field trips and private research, there is always the added advantage, as one CIA representative summarized, which comes from the close associations and friendships established with representatives of the Armed Services. Many of these individuals can be expected to hold important positions in their respective services and the rapport can be of mutual benefit in facilitating liaison and support.

Selection of the Agency's candidates for the 1965-66 year is underway. For information consult your Senior Training Officer.

(OTR Bulletin, October-November 1964)

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## THE ARMED FORCES STAFF COLLEGE

This is the fifth in a series of OTR Bulletin articles on Senior Officer Colleges. Articles on National War College, Senior Seminar in Foreign Policy, Industrial College of the Armed Forces, and the Naval War College appear in previous editions of the Bulletin.\* In subsequent issues the Air War College, Army War College, and the Advanced Management Program-Harvard University, will be summarized.



The Armed Forces Staff College at Norfolk, Virginia conducts two five-month courses a year, usually beginning in February and in August. The course is for military officers primarily (including 15 observers from Britain, France, Canada and Australia). Four civilian agencies are represented, by quota, in each course. CIA has a quota of four (until August of 1964 it was only two); NSA, USIA, and the Department of State also send representatives. Until this year there have been about 235 members in a class; this year AFSC has increased its registration and the August class will open with about 270. Since its establishment on 3 February 1947, AFSC has graduated over 6,000 officers. CIA began sending representatives in 1952; to date, forty have completed a course.

An Agency candidate must be between the ages of 30 and 45 and be in grade GS-13 or higher. (The average age of Agency participants is 42.) Initial screening and nomination begin in each of the Directorates about a year in advance of

\* National War College May 1963

Senior Seminar in Foreign Policy August-September 1963

Industrial College of the Armed Forces December 1963

U. S. Naval War College June 1964

nomination in August. After nomination by a Deputy Director the Agency's Training Selection Board (TSB) screens further and interviews employees whose names have been submitted and who are available for interview. (Employees who are not available to be interviewed because of overseas assignment are at no disadvantage; full consideration is given to his responsibilities abroad.) After the TSB chooses the nominees, the list of names is sent to the Deputy Director of Central Intelligence for final selection. Successful candidates are notified officially of selection and the Office of Training makes arrangements with the College for each nominee's attendance.

The original mission of the College has been expanded to include education for combined staff planning and operations and an understanding of the political-military problems which are mainly met at every level of staff and command. Specifically, the objectives of the course are:

1. To promote teamwork among the Services.
2. To prepare officers in the organization, planning, and conduct of joint and combined operations.
3. To prepare officers for duty in the higher echelons of the armed forces.
4. To promote the development of understanding between higher echelons of the armed forces and those other agencies of the government which contribute to national security and to provide an appreciation of the related aspects of national and international security.

The objectives are attained through seminars, lectures, a thesis, and orientation trips. The seminar groups are made up of 15, usually five from each Service. Each seminar has three faculty advisors. Guest lecturers are key military and civilian officials of the government, as well as speakers from outside government. Their subjects are on organization and mission of government organizations related to national strategy and defense. A staff-study thesis is intended to acquaint officers with the principles of research and with the format used in a staff study. The orientation trips are made to domestic military training establishments and are planned so the student can visualize the

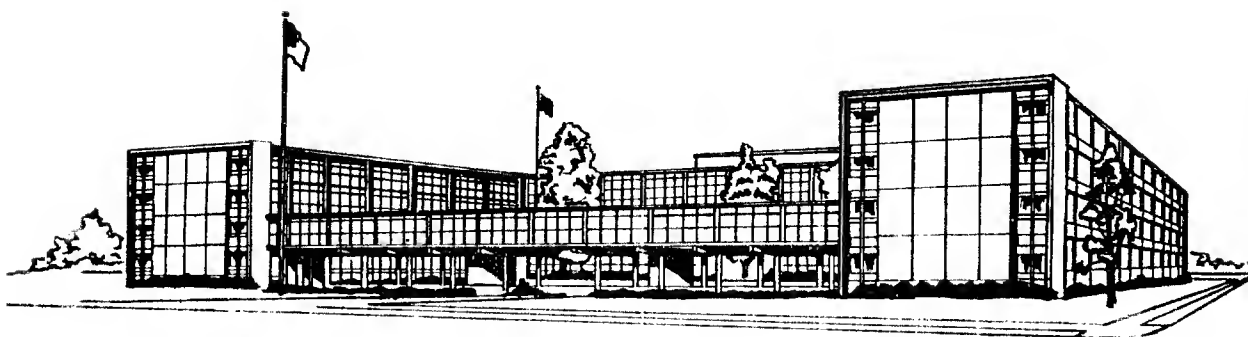
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military-power capabilities of the ground, air, and naval forces. (One class had a field trip which included a two-day program at Fort Benning, Georgia, a day at Camp Le Juene, North Carolina; a cruise aboard the nuclear-powered aircraft carrier "Enterprise;" a deep dive aboard the nuclear-powered submarine "Shark;" and finally a day at the Tactical Air Command and NASA Research Center at Langley Air Force Base, Virginia.)

The instruction covers:

1. Characteristics, organization, and employment of the armed forces and the relationships of those forces to each other with adequate exposition of their respective capabilities and limitations.
2. Principles involved in the U. S. unified command organization and the organization of joint and combined commands and staff and their responsibilities and procedures.



**THE ARMED FORCES STAFF COLLEGE**

**Norfolk, Virginia**

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3. Organization, composition, and functions of joint and combined commands with respect to strategic, tactical, and logistic responsibilities of the commanders, with emphasis upon major war conditions, and the organization and composition of current major combined commands in which the United States participates.
4. Aspects of joint and combined operations, including command relationships, organization, and planning.
5. Trends of new weapons and scientific developments and their effects on joint and combined operations.
6. Military, political, geographic, historical, economic, psychological, ideological, and other facts affecting U. S. national strategy and U. S. - Allied security including the threat to that security.

The course has been evaluated very favorably by Agency employees. Many think that the great value is the opportunity to work with and learn of the interrelationships among the CIA, Department of State, and the Armed Services. Appreciation of the workings of the military organization and the role of the military in formulating national policy was one of the observations made by a recent returnee. To quote, "the students from CIA, State, etc., were provided a better appreciation and understanding for the workings of the military organization. . . ." This employee also commented that "In the case of a CIA officer assigned to a Staff function on the joint or combined level, this course provides the background and references which lead to better understanding." Another student from CIA said that "it filled some large gaps in my knowledge" and he believed that it presented CIA with a rare opportunity to improve its reservoir of competent personnel in military problems.

If you are interested in more details about the AFSC, call the Admissions and Information Branch of the Registrar Staff

(OTR Bulletin, September 1964)

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# ARMY WAR COLLEGE

Editor's Note: This is the seventh in a series of articles on the Senior Defense Colleges, Senior Seminar in Foreign Policy and the Advanced Management Program (AMP) at Harvard. AMP will appear in the January 1965 OTR Bulletin.

The Army War College located at Carlisle Barracks, Pennsylvania, is the Army's senior educational institution. It was founded in 1901 at the instigation of Secretary of War Elihu Root and was initially located at 20 Jackson Place, N. W., Washington, D. C. In June 1907 the College moved to Washington Barracks, D. C. --now Fort Lesley J. McNair. (Classes were temporarily suspended from 1917-1920 and from 1940-1950.) When classes were resumed in 1950, the College was relocated at Fort Leavenworth, Kansas. In July 1951 the College moved to its present location at Carlisle Barracks.



The mission of the Army War College is "to prepare senior officers for command and high-level staff duties, with emphasis on Army doctrine and operations and to advance interdepartmental and interservice understanding." The course is at the postgraduate level and is based primarily on a system of written solutions to broad problems. It is

covered by lectures, prescribed reading, role playing in simulated committees, student exchange, seminars, question and answer periods, research, and by presentation of a paper on a subject closely aligned to a topic covered in the following courses:

- Course 1 -- The World Environment and International Relations (Approx. 3 1/2 weeks)
- Course 2 -- The United States and the North Atlantic Community (Approx. 7 1/2 weeks)
- Course 3 -- The Communist Powers (Approx. 3 1/2 weeks)
- Course 4 -- The Developing Areas (Approx. 4 1/2 weeks)
- Course 5 -- Management of United States Military Power (4 weeks)
- Course 6 -- Strategic Military Concepts and Capabilities (Approx. 5 1/2 weeks)
- Course 7 -- Science, Technology, and Future Military Power (4 weeks)
- Course 8 -- United States National Strategy and a Supporting Military Program (6 weeks)

In the Class of 1963-64 there were 202 students of which 167 were Army officers. The balance of the class was made up of officers from the United States Air Force, Navy, Marine Corps, and of civilian representatives from CIA, State, USIA, and Department of Army.

CIA's quota for the AWC is one each year. (It had been two until 1959.) The Agency's nominee must be between 35 and 45 years of age, Grade GS-14 or higher, and must have Top Secret and "Q" clearances. It is recommended that he have at least five years of Agency experience and it is to his advantage that he is able to communicate effectively both orally and in writing. It is important to CIA that its representative have both experience and ability to present clearly and convincingly the Agency's role in the intelligence community and in the Federal Government. As a matter of interest to

our readers the average grade of CIA representatives, based on the last twelve years, is GS-14; the average length of Agency experience before attending AWC is 8.6 years; and the 19 representatives so far have been selected from the four major components.

Responsibility for presenting names of candidates for the AWC rests within each Directorate. These are sent to the Training Selection Board (TSB) about a year in advance of the course (Directorates are notified as to the date these nominations are due). The role of the TSB is to consider the background of the nominees from all Directorates and in its screening process, to call in the nominees for a personal interview. (This procedure, for obvious reasons, is waived in the case of nominees who are not available for such an interview. The fact that the person is not available is no deterrent to final selection.)

The TSB submits the name of the principal choice to the DDCI for his approval. The successful candidate is notified by TSB through liaison channels. TSB also notifies those who were not successful in the competition. Failure to be chosen one year does not preclude nomination for another year, nor does it preclude a person's being nominated for another Senior Defense School or program of that caliber.

Agency representatives have found the AWC year a very profitable one professionally. Both verbal and written reports attest to benefits from the opportunities that accompany a sabbatical leave. A recent participant has this to say about his ten months at AWC:

"...a student gains expanded knowledge, improved skills, and broadened experience. The central theme of the curriculum--the design of a national strategy and a supporting military program--provides a framework for acquiring information, developing aptitudes in management, and in adding to one's power of judgment. The study of specific problems of U. S. national security provided an opportunity for learning beyond the areas of my previous substantive background. As a student I was compelled to develop a keener sensitivity for key facts and sources on substantive matters and greater finesse in work programing. Of considerable, if not equal importance, was the knowledge acquired of the

structure and procedures of decision making in the Federal Government. This was gained not so much by directed study as by voluntary research and investigation through such devices as experience in committee sessions simulating NSC-level operations, conversations with students and faculty members who have held positions in policy-making bodies, and questioning of guest lecturers and seminar participants.

"This form of sabbatical year gives one an opportunity to read widely, reflect at length, exchange views and develop new perspectives. Moreover, it provides occasion to consider issues of national significance, to ponder questions of personal or public philosophy, to delve deeply into problems of individual interest and to develop hypotheses or solutions entirely on one's own...

"Agency representation at the Army War College involves a number of considerations beyond the value derived from employee training. The furthering of interagency cooperation and coordination is the most important of these considerations. Since cooperation and coordination depend on a meeting of mind which in turn stems from an understanding of functions, interests and attitudes, and exchange of views, a sort of interpersonal education is involved. The War College is the locus of such cross-fertilization of ideas on a wide range of subjects. It is therefore a most appropriate place for the Agency to get across to an influential segment of military careerists important information as to the Agency's role in the Federal Government."

(OTR Bulletin, December 1964)

# THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

As early as World War I it became evident that in modern war the mobilization of the armed forces must be accompanied by a carefully planned and organized mobilization of the nation's full economic and industrial strength. Realization of this need resulted in the foundation of the Army Industrial College in 1924 to train officers to carry out the Army's responsibilities for peacetime planning of wartime economic preparedness. In this school was trained the nucleus of experts who, in large measure, made possible the vast program of wartime economic mobilization and military supply operations which provided the base of the Allied victory in the second World War.

In September 1948 the Industrial College of the Armed Forces was officially established as a joint senior military educational institution under the direction of the Joint Chiefs of Staff. The Army, Navy and Marine Corps, and the Air Force participate on an equal basis as members of the staff, faculty, and student body.

Since 1949 there have also been civilian students at the college, selected from senior government officials. CIA's quota allows it to send three officers to the ten-month Resident Course at the College each year. The Deputy Directors nominate, an ad hoc committee selects, and the DCI confirms these three as his representatives at the College.

The mission of the Industrial College is to conduct courses in the economic and industrial aspects of national security

under all conditions and in the context of both national and world affairs. Interrelated military, logistical, administrative, scientific, technological, political, and social factors affecting national security are considered to the extent that they are pertinent. The economic-industrial emphasis in the Industrial College distinguishes its mission and program from those of the National War College, which stresses foreign policy and military strategy.

The core of the College's educational program is the Resident Course, now given each year to approximately 160 selected military and civilian officers representing all major functional, command, and technical responsibility in the military services and many government agencies. This course attempts to present a balanced background picture of world economic conditions, international politics, and the foreign and domestic scenes in terms of their influence on U.S. national security. Close attention is given to the impact of scientific and technological advances on military and economic strength, and to the problem of maintaining social order and economic health under post-nuclear-attack conditions. Meeting and defeating the economic, political, and psychological challenges of communism are important themes of the course.

The Resident Course is divided into nine units: Foundations (a survey and review of economics, political science, and modern warfare and strategy); National Security Policies, Programs, and Budgets (the roles of government and other interests and groups); Resources (human and natural, domestic and foreign); Materiel Management (procurement policies, plans, and programs); Economic Stabilization (problems of a free-enterprise economy under conditions of international tension and in time of war); Contemporary International Policies (the East-West conflict; collective security; foreign policies and internal political and economic conditions in principal nations); Economic Capability for International Conflict (strengths and weaknesses in the economies of major nations; regional groupings); International Field Studies (visits to operating centers of economic, political, and military life in the free world); Plans and Readiness for Conflict (a critical analysis and appraisal of U.S. preparedness; preparation of comprehensive policies, plans, and actions for success in total or limited war and during a continuing period of international tension).

Lectures and seminars form the bulk of the Resident Course. Lectures are by members of the College faculty and by outstanding visiting specialists. Students form committees for discussion of specific problems. They work together on committee reports and each is expected to produce a thesis, and an oral presentation on an assigned subject. Consultation with faculty and outside military and civilian experts is encouraged. In addition to the International Field Studies Program, there are field trips to U.S. industrial installations and to the United Nations.

The Industrial College of the Armed Forces also has a School of Extension Studies. The principal offering of this school is the series of National Security Seminars. These are digests of the Resident Course presented each year in selected cities throughout the country. Two teams of Army, Navy, and Air Force officers make up the instructional staff. Each National Security Seminar is a two-week, five-hour-per-day series of lectures, forums, discussions, and visits to local industries. Each includes study of the natural, social, industrial, and related resources essential to a war economy in major world areas, examination of U.S. organization for national security, a critical appraisal of U.S. resources of power, fuel, transport, communications, strategic materials, manpower, agriculture, and manufacturing plant, evaluation of the communist threat, and emphasis on the interrelationship of the civilian and military components of the U.S. defense team. The objective of the Seminars is to expand the nucleus of informed individuals who are aware and capable of resolving the problems which arise from the external threats to the national economy and well-being. Enrollment is open to local military officers and key civilians in industry, business, labor, education, science, and civic community life.

The School of Extension Studies also has a graduate-level correspondence course which presents the subject matter of the Resident Course. The correspondence course is available to both military officers and civilians. It is organized into 22 textbooks and includes exercises and examinations. A certificate of completion is awarded to those who complete the course with a minimum average score of 60 in the examinations. Arrangements to take the course are made through External Training Branch, Registrar Staff/OTR. Applicants should be in GS Grade 11 or higher.

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## THE NATIONAL WAR COLLEGE

..... THE YEAR, which could almost be called a sabbatical, was invaluable, a unique opportunity to shed everyday problems and reflect on world problems and one's own relations with them. .... INTERESTING and provocative, a pleasure and a privilege. .... VERY BROAD in scope, well conceived, and generally well carried out; facilities good and service (research held, etc.) truly remarkable.

These remarks were culled from reports written by senior officers of the Agency to describe their year at the National War College, and are fairly representative of the favorable impressions brought back by CIA men from this most senior of the senior defense schools.

Now you can't just call your Training Officer, fill out a Form 136, and step right into the next class at the National War College. This is one form of external training which must seek you. .... you must be nominated by a Deputy Director and selected by the DCI. Those chosen attend as representatives of the DCI. Each year this Agency sends about three men to the NWC. Naturally, they are men of considerable experience, men whose career is definitely

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(Editor's note: This is the first in a planned series of articles on the senior officer colleges: the NWC, State's Senior Seminar in Foreign Policy, the AIR War College, the Army War College, the Naval War College, the Armed Forces, and Harvard University's Advanced Management Program.)

with the Agency, and who the Agency believes will profit by this kind of a year away from their desks.

The three CIA men are joined at Fort Lesley J. McNair, "campus" of the National War College, by about 30 other civilian employees of the Federal Government, and by about 100 senior officers of the military services. There they spend nine months studying, reading, attending lectures, participating in seminars, or on field trips.

The mission of the National War College, as prescribed by the Joint Chiefs of Staff, is: "To conduct a course of study of those agencies of government and those military, economic, scientific, political, psychological and social factors of power potential which are essential parts of national security, in order to enhance the preparation of selected personnel of the armed forces and State Department for the exercise of joint and combined high-level policy, command, and staff functions, and for the planning of national strategy." The mission of the college is further defined to include study of ways to avoid war, the national interests and objectives of other nations, and the nature of national power.

Carrying out this mission, the curriculum of the college includes an analysis of the factors of national power in the United States and in other countries; study of the integration of military and foreign policies; the role of the United Nations; the influence on a nation's national security of the possession or lack of economic, scientific, political, psychological, and social resources; the national interests and objectives of the major powers and areas of disagreement between them; the military force needed to carry out national policy in peace and war; war planning and strategy; the impact of science and technology on the armed forces; departmental and interdepartmental problems bearing on national security.

This is the overall scope of the NWC program. To implement it the curriculum is divided into 10 courses, culminating in the development and presentation of basic national security policies which can serve as broad guidelines for the attainment of U.S. objectives. Though the aim and scope of the program have remained constant, over the years there have been changes in emphasis, procedures, and organization. Courses and methods of instruction are subject to

continuous examination and evaluation and every effort is made to keep abreast of national needs and international developments.

The schedule at NWC consists of lectures by outstanding authorities, about four times a week, followed by question-and-answer periods and discussions with the lecturer; assigned readings from the well-equipped library; daily discussion group meetings; committee discussion of problems and presentation of written solutions; and individual research papers, each a graduate-level study of some aspect of national security. Among highlights of the year are field trips to U.N. Headquarters, domestic military installations, and a three-week tour of major capitals and military headquarters in one of several overseas areas (Latin America, West Europe, Africa, SE Asia, the Near East, etc.) The school year at NWC also offers opportunity for athletic and social activities.

In the Agency, work on the nominations begins at least a year in advance of the term for which candidates are to be chosen, usually in July. The nominations of each Deputy Director are presented to an ad hoc committee chaired by the Director of Personnel. This committee interviews the nominees, considers their qualifications, and makes its recommendations to the Director. The Director then approves the choices or makes changes. For further information on this process and on the National War College course, see your Training Officer.

(OTR Bulletin, April 1963)

# UNITED STATES NAVAL WAR COLLEGE

For the past thirteen years the CIA has been sending one student each year to the course on Naval Warfare at the United States Naval War College in Newport, Rhode Island. The Agency nominee has been accepted for the 1964-65 academic year beginning in August 1964. You don't have to be an "old salt" to be selected for this course. Those who have never served in the Navy attend a one week pre-orientation program. During this week they visit the Submarine School at New London, tour a nuclear ballistic missile submarine, and take trips at sea aboard a conventional ("guppy") submarine, a modern destroyer, and an aircraft carrier.

The United States Naval War College is the senior educational institution of the Navy and proudly boasts that it is the oldest institution of its type in the world. It was founded in Newport in 1884. The course in Naval Warfare is the highest level educational course in the Navy. The student body of this resident course includes Navy grades from lieutenant commander through captain, officers of comparable seniority from the other armed services, senior foreign naval officers from various Free World navies, and representatives from certain civilian agencies of the government. Civilian students and students from the other Armed Services in postwar years have comprised a substantial portion of the student body. Directing officers at the Naval War College say that the presence of these students enables the College to stress the interrelationship between naval operations and the operations of the armed service and government agencies, and the Navy's part in joint operations. In addition, these same

officers believe that the presence of senior foreign naval officers permits an international exchange of ideas.

The Course in Naval Warfare is one academic year in length. Its purpose is to further an understanding of the fundamentals of warfare, international relations, and inter-service operations. Emphasis is on the integrated employment of all the elements of naval power including weapon systems and logistics in the accomplishment of the Navy's missions and upon the best employment of sea and naval power in the furtherance of national objectives. The roles of the other military services are studied, as well as the principles and methods of participation in joint and combined operations.

The First Term includes fundamentals of logical analysis, fundamentals of warfare, international law, international relations; basic strategic areas of interest; and formulation of national interests, objectives, and policies. The First Term is concluded by a 5-day Cold War Study.

The Second Term includes a study of those agencies responsible for the formulation and execution of national security policies, considerations of command and decision, major weapon systems indoctrination, command logistics, service capabilities, war gaming, and operational and strategic planning from force to national level based on a background of cold, limited, and general war.

In developing and organizing their thoughts, students are encouraged to exchange ideas and conclusions with each other and with members of the staff. In order to exchange ideas and clarify understanding, as well as to share the special competences of staff and students, many studies are made the subject of group discussions. Moderators may be either members of the staff or students. Some group discussions take the form of seminars in which a student, member of the staff, or invited visitor presents a prepared paper as an introduction to the subject discussed, and then adds his particular knowledge of the discussion.

Lectures at the College are given by members of the staff in addition to lectures by guest speakers. This gives the student access to the leaders in academic, governmental, and civilian institutions who are authorities in their particular field. A feature of lectures is the question period which

follows in which the speakers give their frank comments on specific questions asked by staff and students.

A CIA student at the Course on Naval Warfare should:

- be prepared to be openly identified as a CIA employee to foreign as well as U. S. students at the College;

- have full knowledge, in a general way, of the broad scope of CIA activities and responsibilities, its role in the USIB, and its basic relationships with other services;

- be experienced in or have a knowledge of the activities of the Clandestine Services, especially as these relate to support of the Military and the State Department, to war plans and unconventional warfare, and to counter-insurgency;

- be familiar with military customs and terminology, and have some knowledge of military logistics;

- have a knowledge of International Communism, especially its underlying operational theory, organization, and techniques;

- be prepared for short oral presentations, conference and seminar leadership, group discussions, and preparation of a formal paper of thesis standards on a subject of the student's choice relating to national strategy.

The number of students attending the 1964-65 course will be 160. Prerequisites for nominees for the Course in Naval Warfare within CIA are that the person must be a GS-14 or above; 35-45 years of age; and have top secret and "Q" clearances. Nominations for attendance are made at Deputy Director level to the Training Selection Board. Candidates who are in the area will appear before the Board for personal interview during the selection process. Candidates and alternates chosen by the Board are recommended to the Deputy Director of Central Intelligence for final selection; these selections are made one year in advance.

(OTR Bulletin, June 1964)

# SENIOR SEMINAR IN FOREIGN POLICY

Until Congress decides to establish a National Academy of Foreign Affairs, the Department of State's Foreign Service Institute will probably continue to be the closest thing to such an academy, with emphasis, of course, on training Department of State personnel, with considerable dependence on other institutions to furnish instruction not given at FSI, and with strong emphasis on language and area courses.

Among the courses offered at FSI, the highest level full-time training program in the field of foreign affairs and foreign policy is the Senior Seminar in Foreign Policy. This advanced course is an intensive period of preparation for senior executive positions; it assumes that most of the Seminar participants will eventually be in important positions in the foreign policy making organs of the government. The aims of the Senior Seminar are to provide the intellectual framework for a free and vigorous inquiry into some of the complexities of foreign affairs, and to stimulate these officers in the direction of creative thought and judgment.

The Senior Seminar in Foreign Policy is not conceived of as a substitute for or in competition with the advanced courses given at the National War College and at the other senior service colleges; in a way it is a civilian counterpart of these schools. The State Department uses the same criteria in selecting its own students for the Senior Seminar as it does for its nominations to the various War Colleges.

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The heart of the program is the three- to five-hour Seminar meeting based on selected readings and research and stimulated by the participation of outstanding authorities in relevant fields. Seminar speakers include judges, members of Congress, officials of the federal and local governments, military leaders, university professors, and experts from the fields of business, labor, religion, arts, science, and public affairs. Discussions, reading, documentary films, oral and written reports, and book analyses are supplemented by individual and group attendance at meetings of professional and research organizations, visits to the United Nations and to military and industrial installations, and by domestic and foreign travel to gain first-hand knowledge of political, economic, and social problems at home and abroad.

The Senior Seminar is a 10-month course. It is divided into seven sections which provide a review of American foreign relations; U.S. national goals and foreign policy, and the domestic factors which bear on foreign policy; the basic concepts and practices of international relations and the United Nations Organization; communist theory and strategy; neutralist nations; problems of subversive insurgency in underdeveloped areas; and the administration of U.S. foreign policy by the executive arm of the government and the military, and the impact on it of public and Congressional support or opposition. Each participant in the Seminar prepares a major policy study during the last weeks of the course. Field trips in the United States and abroad are interspersed throughout the course to illustrate the issues raised during the Seminar.

In 1963-64, Seminar enrollment will be 26; usually there is one participant each from CIA, USIA, Agriculture, Commerce, Defense, and the Treasury, and one officer from each of the armed services; the balance are Foreign Service officers. The course was designed primarily for the Foreign Service, but State believes that officers from other agencies and services can both contribute to the course and receive from it beneficial training. State assigns to the Seminar only FSO's of the three top grades; nominees of other agencies must be university graduates between 40 and 49 years of age, GS-15 or higher, with at least 10 years experience in the Federal Government and a high potential for further advancement to positions of major responsibility.



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CIA has participated in the five previous Seminars, and an Agency nominee has been accepted for the sixth course, beginning this August; Agency participation is based on a continuing review of the value of the course to the Agency and to the individual. Nominations by the Deputy Directors go to an ad hoc committee chaired by the Director of Personnel; this committee interviews the nominees, considers their qualifications, and recommends its selection to the DCI. Top Secret,  and "Q" security clearances are required.

(OTR Bulletin, August-September 1963)

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# SENIOR OFFICER SCHOOLS



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This brochure contains reprints of  
articles on Senior Officer Schools  
featured in OTR Bulletins from  
April 1963 through March 1965.

Office of Training/RS

April 1965

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ERRATA SHEET

Advanced Management Program p 3 para 1. Age requirement is to read: 37-55.

Air War College p 6 para 2. Maximum age is 44 as of 1 January of the fiscal year of class entry.

Armed Forces Staff College p 8 para 3. Add qualification of "Q" clearance.

Industrial College of the Armed Forces p 16 delete para 3. Substitute: Age requirement is 35-45; Grade GS-14 or above; "Q" clearance; Bachelor's degree is recommended. Agency quota is 3. Nominations are made by Deputy Directors to the Training Selection Board. The Board reviews applications, interviews candidates and recommends nominees for approval by the DDCI.

National War College p 21 para 3. ---"selected by the DCI" is to read "selected by the DDCI." Add qualifications: Age 35-45; Grade GS-14 or above; "Q" clearance.

p 23 para 2. ---"presented to an ad hoc committee chaired by the Director of Personnel" is to read "presented to the Training Selection Board chaired by the Director of Training." Add: The TSB reviews applications, interviews candidates and recommends nominees

SENIOR OFFICER SCHOOLS

	<u>Grade</u>	<u>Age</u>
*Advanced Management Program, Harvard	GS-15 or above	40 - 55
**Air War College	GS-14 or above	35 - 44
Armed Forces Staff College	GS-13 or above	30 - 45
Army War College	GS-14 or above	35 - 45
Industrial College of the Armed Forces	GS-14 or above	35 - 45
National War College	GS-14 or above	35 - 45
Naval War College	GS-14 or above	35 - 45
Senior Seminar in Foreign Policy	GS-16 or above	40 - 49

Move upward in age from 40; only in very exceptional instances, 55 or older.  
 \*\*Maximum age of 44 as of 1 January of the Fiscal Year of class entry.

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# **ADVANCED MANAGEMENT PROGRAM HARVARD UNIVERSITY**

Editor's Note: This is the eighth in a series of articles on Senior Officer Schools. The next article, and last of the series, will be

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A CIA "Senior Executive Officer," the comptroller of a lawn mower and bicycle manufacturing company, the Chief of the Secret Police of Indonesia, a cheese manufacturer from South Africa, Vice-President of the Eastern Region of Lockheed, Captain of the carrier USS Coral Sea, Chief Economist for the Arabian American Oil Company, and manager of a Mexican plywood company -- add about 140 other diverse occupations, nationalities, and individuals and you have the make-up of the typical Advanced Management Program (AMP) class at Harvard. (In the program, 60-65% of the participants are from large and small private companies in the United States and Canada. Typically, 15-20% are from firms in other parts of the world. Another 15-20% represent military and civilians of the U.S. Government.) Add to this group, lectures, formal and informal discussion groups, seminars, case studies, and business games under the direction of eight leading educators, and you have the structure of this unique educational program.

At some point in his development, almost every executive needs to increase his skills in planning, organizing, and formulating long-range policies. He may wish to understand more clearly the meaning for his organization of salient trends in a rapidly changing environment - technical, economic, political, and social. Or he may need the opportunity to formulate more clearly his own personal values and those attitudes which will condition his behavior as a leader.

The AMP is designed to help the executive meet such needs or opportunities. It aims at developing a general management viewpoint in which the organization is seen as an entity. It seeks to increase skills in planning the strategy in formulating policy for, and in organizing domestic and worldwide organizations. Specific goals are outlined in the catalog as follows:

- OBJECTIVES**
- to gain an understanding of the processes of management; the internal communication process, control systems, financial flows, planning processes, and formal and informal organization systems.
  - to develop increased competence in the area of corporate long-range planning and in business policy formulations in a world setting.
  - to gain understanding of the role of the top administrator in managing his organization, appraising executive performance, providing leadership for his organization, and in dealing with external groups.
  - to gain understanding of the role of business in society, its responsibilities and its relationships to employees, stockholders, Government agencies, and to the community.

The topics that are covered in the course are:

- COURSE AREAS**
- Business Policy: the leadership role of top management in developing basic strategies and major policies of the organization.
  - Administrative Practices: human aspects of administration relevant to high levels of management; the communication process, the individuals, the group and the relations of one group to another; motivation, responsibility, authority, power and influence.
  - Accounting and Financial Policy: basic accounting concepts and the development and interpretation of data for appraisal, decision-making, and communication; estimating and financing short and long-term needs for funds; proper allocation of capital.
  - Marketing Management: analysis of market demand; the design and evaluation of marketing programs.

Course Areas (cont'd)

Labor Relations: the range of problems in labor relations from the supervisory to top-management levels; public policy issues.

Business and the World Society: national and international monetary and fiscal policies; antitrust problems, business and government relationships, and ethical issues facing corporate management.

Business History: the role of the business leader in historical perspective; business as an instrument of change.

The Advanced Management Program is given twice a year, in February and in August, and runs for thirteen weeks. Currently the Agency's candidates must be in Grade GS-15 or above and must be between 36 and 50 years of age. Like students who attend other Senior Officer Schools, nominations for AMP are made by a Deputy Director to the Agency's Training Selection Board, and are made at least a year in advance of the date of the program. The Board reviews applications, interviews candidates (if they are available at Headquarters), and submits its recommendation of the Agency's nominee to the DDCI for final approval.

Since 1952 the Agency has sent 27 representatives. Many have submitted reports on the program, all of which are most favorable. Matters of the organization of the course, the material that is presented in it, the way in which a CIA representative is expected to present himself and the Agency, the advantages of working and studying with representatives of other agencies of the Government and with American and foreign businessmen have all been summarized in these reports. About the substance of the course and the stimulation it provided him, one employee wrote:

"The course is beautifully organized, expertly presented, and a stimulus for even the brightest in the class. But the purpose, I'm sure, is not primarily to teach business. It's to challenge you to think in new dimensions; to preserve an open, inquiring mind; and to sharpen your sensitivity for the accelerating changes that the world of tomorrow must inevitably force upon us."



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[REDACTED] the comments of two  
representatives read:

"During the program a custom evolved which required each student to give one or more short presentations on his company and what he did in his company. I found that all the students were extremely interested in CIA and I think that any student who goes to this course should prepare himself beforehand for such a presentation. It can be done and done well without disclosure of classified information. "

"... The class members were inclined to be quite frank in discussions of company problems which information would never be found in an annual report or other company public issuance... I used, as source material, the various public addresses of the DCI and recognized public books on CIA and the national security function. I was able to speak quite openly and freely concerning the mission of CIA without revealing material that should not be publicly discussed. The class members showed extreme interest and clearly recognized that there were many questions to which I could not respond... Of importance was the realization that the problems of management in business were generally similar to those in government. "

Yet another employee compared the program to "a religious retreat" and as an "opportunity to free oneself from the demands of 'getting the job done' and to consider only the theory of management as a science. "

The Advanced Management Program is one of several management programs in which the Agency is interested. Harvard has another course, the Program for Management Development, which is an intensive course for mid-level managers. It includes studies of general management, human behavior, finance, major problems facing business administrators, and the role of business in the national economy. It is usually sixteen weeks long, beginning, like AMP, in late August and in January. The Agency's representative must be Grade GS-13 or above and, again, is chosen by the Agency's Training Selection Board.

(OTR Bulletin, January - February 1965)

## AIR WAR COLLEGE

Editor's Note: This is the sixth article on the Senior Defense Schools (known to Agency employees also as Senior Officer Colleges). Summaries of other Senior Defense Schools will appear in subsequent issues of the OTR Bulletin.

Maxwell Air Force Base, Montgomery, Alabama is the Headquarters of the Air War College, which was established in March of 1946 as the senior professional school in the Air Force's educational system. Like most of the Senior Defense Schools, the Air War College operates on a ten-month curriculum which begins in mid-August and ends in early June. Its primary purpose is to keep its officers abreast of the major problems of national and international relations, military strategy, joint, combined and specific commands, national strategy, modern weapons systems, science and technology, and logistics. Its brochure outlines its objectives more specifically as follows:



1. To gain a more complete understanding of international relations, the nature of conflict, the essential elements of strategy, sound employment doctrine, and staff responsibilities.
2. To further develop an appreciation of current problems of national defense.
3. To develop a comprehensive understanding of the capabilities and limitations of our warfare studies in support of national policy.

Each year the Air War College has approximately 275 persons in the program. These men are from the United States Air Force, Army, Navy, Marine Corps, the Royal Air Force. There are representatives also from the Department of State, USIA, National Security Agency, and the Central Intelligence Agency.

CIA's representatives are officers in Grades GS-14, or higher, and are between the ages of 35 and 45. After an initial screening of applicants within the Directorates, a Deputy Director nominates his candidates for the College to the Agency's Training Selection Board (TSB). The Board screens the candidates in more detail. This part of the screening includes a personal interview with the candidate. (Officers who have been nominated by their Deputy Directors but who are not available for an interview are at no loss in the selection process. Their professional activity away from Headquarters is taken into full consideration.) After the TSB has selected the nominees -- the Agency is expected to have its quota at Air War College increased from two to three for the next session -- the names are sent to the DDCI for final selection. Successful candidates are notified by TSB of their selection; so too are those not so successful. (Failure to be selected one year is not necessarily a deterrent to applying for the following year's program.)

During the ten months of the course students at the Air War College have an opportunity to hear top-level civilian and military leaders speak quite frankly about the most sensitive aspects of U.S. policy. They also hear lectures by leaders in the fields of education, industry, science, and politics. There are opportunities for question and answer exchanges by the students and instructors; there are seminars, research, prescribed reading, field trips, and a thesis.

Seminars are designed to supplement the lectures and individual research. Reading assignments are planned to provide the students with background material. The thesis program is intended to complement the lectures, the reading, and the seminars. For his thesis, the student selects a problem dealing with an aspect of national defense.

There may be several field trips. One year the students visited Cape Kennedy for a tour of the facility and to observe the launching of Atlas and Titus missiles; they took a cruise

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aboard the attack carrier, USS Independence, to witness launching and retrieving of aircraft, anti-submarine tactics, and aircraft rocket firing; also, a trip to Fort Benning to witness a fire-power demonstration and the Army's latest airborne tactical concepts.

As is the case with other Senior Defense Schools, there is an additional feature at Air War College whereby those who wish to take advantage of it may participate in the Off-Campus George Washington University Center of the College of General Studies which is located at the Base. The feature provides an opportunity for AWC students and faculty and professional graduates to further their formal academic education during off-duty hours. Courses are offered toward a Bachelor's degree in the College of General Studies and toward an MA in International Studies.

In addition to the benefits from lectures given by top-level representatives of the government and industry, field trips and private research, there is always the added advantage, as one CIA representative summarized, which comes from the close associations and friendships established with representatives of the Armed Services. Many of these individuals can be expected to hold important positions in their respective services and the rapport can be of mutual benefit in facilitating liaison and support.

Selection of the Agency's candidates for the 1965-66 year is underway. For information consult your Senior Training Officer.

(OTR Bulletin, October-November 1964)

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## THE ARMED FORCES STAFF COLLEGE

This is the fifth in a series of OTR Bulletin articles on Senior Officer Colleges. Articles on National War College, Senior Seminar in Foreign Policy, Industrial College of the Armed Forces, and the Naval War College appear in previous editions of the Bulletin.\* In subsequent issues the Air War College, Army War College, and the Advanced Management Program-Harvard University, will be summarized.



The Armed Forces Staff College at Norfolk, Virginia conducts two five-month courses a year, usually beginning in February and in August. The course is for military officers primarily (including 15 observers from Britain, France, Canada and Australia). Four civilian agencies are represented, by quota, in each course. CIA has a quota of four (until August of 1964 it was only two); NSA, USIA, and the Department of State also send representatives. Until this year there have been about 235 members in a class; this year AFSC has increased its registration and the August class will open with about 270. Since its establishment on 3 February 1947, AFSC has graduated over 6,000 officers. CIA began sending representatives in 1952; to date, forty have completed a course.

An Agency candidate must be between the ages of 30 and 45 and be in grade GS-13 or higher. (The average age of Agency participants is 42.) Initial screening and nomination begin in each of the Directorates about a year in advance of

\* National War College    May 1963  
  Senior Seminar in Foreign Policy August-September 1963  
  Industrial College of the Armed Forces    December 1963  
  U. S. Naval War College    June 1964



nomination in August. After nomination by a Deputy Director the Agency's Training Selection Board (TSB) screens further and interviews employees whose names have been submitted and who are available for interview. (Employees who are not available to be interviewed because of overseas assignment are at no disadvantage; full consideration is given to his responsibilities abroad.) After the TSB chooses the nominees, the list of names is sent to the Deputy Director of Central Intelligence for final selection. Successful candidates are notified officially of selection and the Office of Training makes arrangements with the College for each nominee's attendance.

The original mission of the College has been expanded to include education for combined staff planning and operations and an understanding of the political-military problems which are mainly met at every level of staff and command. Specifically, the objectives of the course are:

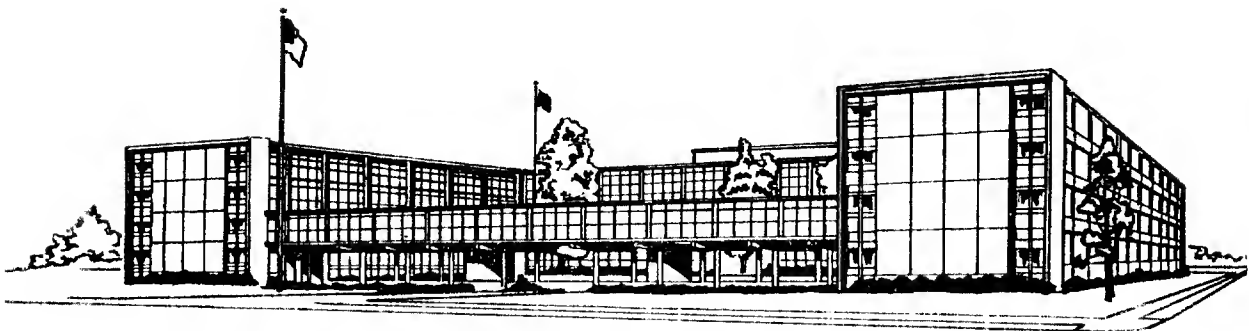
1. To promote teamwork among the Services.
2. To prepare officers in the organization, planning, and conduct of joint and combined operations.
3. To prepare officers for duty in the higher echelons of the armed forces.
4. To promote the development of understanding between higher echelons of the armed forces and those other agencies of the government which contribute to national security and to provide an appreciation of the related aspects of national and international security.

The objectives are attained through seminars, lectures, a thesis, and orientation trips. The seminar groups are made up of 15, usually five from each Service. Each seminar has three faculty advisors. Guest lecturers are key military and civilian officials of the government, as well as speakers from outside government. Their subjects are on organization and mission of government organizations related to national strategy and defense. A staff-study thesis is intended to acquaint officers with the principles of research and with the format used in a staff study. The orientation trips are made to domestic military training establishments and are planned so the student can visualize the

military-power capabilities of the ground, air, and naval forces. (One class had a field trip which included a two-day program at Fort Benning, Georgia, a day at Camp Le Juene, North Carolina; a cruise aboard the nuclear-powered aircraft carrier "Enterprise;" a deep dive aboard the nuclear-powered submarine "Shark;" and finally a day at the Tactical Air Command and NASA Research Center at Langley Air Force Base, Virginia.)

The instruction covers:

1. Characteristics, organization, and employment of the armed forces and the relationships of those forces to each other with adequate exposition of their respective capabilities and limitations.
2. Principles involved in the U. S. unified command organization and the organization of joint and combined commands and staff and their responsibilities and procedures.



**THE ARMED FORCES STAFF COLLEGE**  
**Norfolk, Virginia**

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3. Organization, composition, and functions of joint and combined commands with respect to strategic, tactical, and logistic responsibilities of the commanders, with emphasis upon major war conditions, and the organization and composition of current major combined commands in which the United States participates.
4. Aspects of joint and combined operations, including command relationships, organization, and planning.
5. Trends of new weapons and scientific developments and their effects on joint and combined operations.
6. Military, political, geographic, historical, economic, psychological, ideological, and other facts affecting U. S. national strategy and U. S. - Allied security including the threat to that security.

The course has been evaluated very favorably by Agency employees. Many think that the great value is the opportunity to work with and learn of the interrelationships among the CIA, Department of State, and the Armed Services. Appreciation of the workings of the military organization and the role of the military in formulating national policy was one of the observations made by a recent returnee. To quote, "the students from CIA, State, etc., were provided a better appreciation and understanding for the workings of the military organization...." This employee also commented that "In the case of a CIA officer assigned to a Staff function on the joint or combined level, this course provides the background and references which lead to better understanding." Another student from CIA said that "it filled some large gaps in my knowledge" and he believed that it presented CIA with a rare opportunity to improve its reservoir of competent personnel in military problems.

If you are interested in more details about the AFSC, call the Admissions and Information Branch of the Registrar Staff

(OTR Bulletin, September 1964)

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# ARMY WAR COLLEGE

Editor's Note: This is the seventh in a series of articles on the Senior Defense Colleges, Senior Seminar in Foreign Policy and the Advanced Management Program (AMP) at Harvard. AMP will appear in the January 1965 OTR Bulletin.

The Army War College located at Carlisle Barracks, Pennsylvania, is the Army's senior educational institution. It was founded in 1901 at the instigation of Secretary of War Elihu Root and was initially located at 20 Jackson Place, N. W., Washington, D. C. In June 1907 the College moved to Washington Barracks, D. C. --now Fort Lesley J. McNair. (Classes were temporarily suspended from 1917-1920 and from 1940-1950.) When classes were resumed in 1950, the College was relocated at Fort Leavenworth, Kansas. In July 1951 the College moved to its present location at Carlisle Barracks.



The mission of the Army War College is "to prepare senior officers for command and high-level staff duties, with emphasis on Army doctrine and operations and to advance interdepartmental and interservice understanding." The course is at the postgraduate level and is based primarily on a system of written solutions to broad problems. It is

covered by lectures, prescribed reading, role playing in simulated committees, student exchange, seminars, question and answer periods, research, and by presentation of a paper on a subject closely aligned to a topic covered in the following courses:

- Course 1 -- The World Environment and International Relations (Approx. 3 1/2 weeks)
- Course 2 -- The United States and the North Atlantic Community (Approx. 7 1/2 weeks)
- Course 3 -- The Communist Powers (Approx. 3 1/2 weeks)
- Course 4 -- The Developing Areas (Approx. 4 1/2 weeks)
- Course 5 -- Management of United States Military Power (4 weeks)
- Course 6 -- Strategic Military Concepts and Capabilities (Approx. 5 1/2 weeks)
- Course 7 -- Science, Technology, and Future Military Power (4 weeks)
- Course 8 -- United States National Strategy and a Supporting Military Program (6 weeks)

In the Class of 1963-64 there were 202 students of which 167 were Army officers. The balance of the class was made up of officers from the United States Air Force, Navy, Marine Corps, and of civilian representatives from CIA, State, USIA, and Department of Army.

CIA's quota for the AWC is one each year. (It had been two until 1959.) The Agency's nominee must be between 35 and 45 years of age, Grade GS-14 or higher, and must have Top Secret and "Q" clearances. It is recommended that he have at least five years of Agency experience and it is to his advantage that he is able to communicate effectively both orally and in writing. It is important to CIA that its representative have both experience and ability to present clearly and convincingly the Agency's role in the intelligence community and in the Federal Government. As a matter of interest to

our readers the average grade of CIA representatives, based on the last twelve years, is GS-14; the average length of Agency experience before attending AWC is 8.6 years; and the 19 representatives so far have been selected from the four major components.

Responsibility for presenting names of candidates for the AWC rests within each Directorate. These are sent to the Training Selection Board (TSB) about a year in advance of the course (Directorates are notified as to the date these nominations are due). The role of the TSB is to consider the background of the nominees from all Directorates and in its screening process, to call in the nominees for a personal interview. (This procedure, for obvious reasons, is waived in the case of nominees who are not available for such an interview. The fact that the person is not available is no deterrent to final selection.)

The TSB submits the name of the principal choice to the DDCI for his approval. The successful candidate is notified by TSB through liaison channels. TSB also notifies those who were not successful in the competition. Failure to be chosen one year does not preclude nomination for another year, nor does it preclude a person's being nominated for another Senior Defense School or program of that caliber.

Agency representatives have found the AWC year a very profitable one professionally. Both verbal and written reports attest to benefits from the opportunities that accompany a sabbatical leave. A recent participant has this to say about his ten months at AWC:

"...a student gains expanded knowledge, improved skills, and broadened experience. The central theme of the curriculum--the design of a national strategy and a supporting military program--provides a framework for acquiring information, developing aptitudes in management, and in adding to one's power of judgment. The study of specific problems of U. S. national security provided an opportunity for learning beyond the areas of my previous substantive background. As a student I was compelled to develop a keener sensitivity for key facts and sources on substantive matters and greater finesse in work programing. Of considerable, if not equal importance, was the knowledge acquired of the

structure and procedures of decision making in the Federal Government. This was gained not so much by directed study as by voluntary research and investigation through such devices as experience in committee sessions simulating NSC-level operations, conversations with students and faculty members who have held positions in policy-making bodies, and questioning of guest lecturers and seminar participants.

"This form of sabbatical year gives one an opportunity to read widely, reflect at length, exchange views and develop new perspectives. Moreover, it provides occasion to consider issues of national significance, to ponder questions of personal or public philosophy, to delve deeply into problems of individual interest and to develop hypotheses or solutions entirely on one's own...

"Agency representation at the Army War College involves a number of considerations beyond the value derived from employee training. The furthering of interagency cooperation and coordination is the most important of these considerations. Since cooperation and coordination depend on a meeting of mind which in turn stems from an understanding of functions, interests and attitudes, and exchange of views, a sort of interpersonal education is involved. The War College is the locus of such cross-fertilization of ideas on a wide range of subjects. It is therefore a most appropriate place for the Agency to get across to an influential segment of military careerists important information as to the Agency's role in the Federal Government. "

(OTR Bulletin, December 1964)

# THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

As early as World War I it became evident that in modern war the mobilization of the armed forces must be accompanied by a carefully planned and organized mobilization of the nation's full economic and industrial strength. Realization of this need resulted in the foundation of the Army Industrial College in 1924 to train officers to carry out the Army's responsibilities for peacetime planning of wartime economic preparedness. In this school was trained the nucleus of experts who, in large measure, made possible the vast program of wartime economic mobilization and military supply operations which provided the base of the Allied victory in the second World War.

In September 1948 the Industrial College of the Armed Forces was officially established as a joint senior military educational institution under the direction of the Joint Chiefs of Staff. The Army, Navy and Marine Corps, and the Air Force participate on an equal basis as members of the staff, faculty, and student body.

Since 1949 there have also been civilian students at the college, selected from senior government officials. CIA's quota allows it to send three officers to the ten-month Resident Course at the College each year. The Deputy Directors nominate, an ad hoc committee selects, and the DCI confirms these three as his representatives at the College.

The mission of the Industrial College is to conduct courses in the economic and industrial aspects of national security



under all conditions and in the context of both national and world affairs. Interrelated military, logistical, administrative, scientific, technological, political, and social factors affecting national security are considered to the extent that they are pertinent. The economic-industrial emphasis in the Industrial College distinguishes its mission and program from those of the National War College, which stresses foreign policy and military strategy.

The core of the College's educational program is the Resident Course, now given each year to approximately 160 selected military and civilian officers representing all major functional, command, and technical responsibility in the military services and many government agencies. This course attempts to present a balanced background picture of world economic conditions, international politics, and the foreign and domestic scenes in terms of their influence on U.S. national security. Close attention is given to the impact of scientific and technological advances on military and economic strength, and to the problem of maintaining social order and economic health under post-nuclear-attack conditions. Meeting and defeating the economic, political, and psychological challenges of communism are important themes of the course.

The Resident Course is divided into nine units: Foundations (a survey and review of economics, political science, and modern warfare and strategy); National Security Policies, Programs, and Budgets (the roles of government and other interests and groups); Resources (human and natural, domestic and foreign); Materiel Management (procurement policies, plans, and programs); Economic Stabilization (problems of a free-enterprise economy under conditions of international tension and in time of war); Contemporary International Policies (the East-West conflict; collective security; foreign policies and internal political and economic conditions in principal nations); Economic Capability for International Conflict (strengths and weaknesses in the economies of major nations; regional groupings); International Field Studies (visits to operating centers of economic, political, and military life in the free world); Plans and Readiness for Conflict (a critical analysis and appraisal of U.S. preparedness; preparation of comprehensive policies, plans, and actions for success in total or limited war and during a continuing period of international tension).

Lectures and seminars form the bulk of the Resident Course. Lectures are by members of the College faculty and by outstanding visiting specialists. Students form committees for discussion of specific problems. They work together on committee reports and each is expected to produce a thesis, and an oral presentation on an assigned subject. Consultation with faculty and outside military and civilian experts is encouraged. In addition to the International Field Studies Program, there are field trips to U.S. industrial installations and to the United Nations.

The Industrial College of the Armed Forces also has a School of Extension Studies. The principal offering of this school is the series of National Security Seminars. These are digests of the Resident Course presented each year in selected cities throughout the country. Two teams of Army, Navy, and Air Force officers make up the instructional staff. Each National Security Seminar is a two-week, five-hour-per-day series of lectures, forums, discussions, and visits to local industries. Each includes study of the natural, social, industrial, and related resources essential to a war economy in major world areas, examination of U.S. organization for national security, a critical appraisal of U.S. resources of power, fuel, transport, communications, strategic materials, manpower, agriculture, and manufacturing plant, evaluation of the communist threat, and emphasis on the interrelationship of the civilian and military components of the U.S. defense team. The objective of the Seminars is to expand the nucleus of informed individuals who are aware and capable of resolving the problems which arise from the external threats to the national economy and well-being. Enrollment is open to local military officers and key civilians in industry, business, labor, education, science, and civic community life.

The School of Extension Studies also has a graduate-level correspondence course which presents the subject matter of the Resident Course. The correspondence course is available to both military officers and civilians. It is organized into 22 textbooks and includes exercises and examinations. A certificate of completion is awarded to those who complete the course with a minimum average score of 60 in the examinations. Arrangements to take the course are made through External Training Branch, Registrar Staff/OTR. Applicants should be in GS Grade 11 or higher.

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## THE NATIONAL WAR COLLEGE

..... THE YEAR, which could almost be called a sabbatical, was invaluable, a unique opportunity to shed everyday problems and reflect on world problems and one's own relations with them. .... INTERESTING and provocative, a pleasure and a privilege. .... VERY BROAD in scope, well conceived, and generally well carried out; facilities good and service (research held, etc.) truly remarkable.

These remarks were culled from reports written by senior officers of the Agency to describe their year at the National War College, and are fairly representative of the favorable impressions brought back by CIA men from this most senior of the senior defense schools.

Now you can't just call your Training Officer, fill out a Form 136, and step right into the next class at the National War College. This is one form of external training which must seek you. .... you must be nominated by a Deputy Director and selected by the DCI. Those chosen attend as representatives of the DCI. Each year this Agency sends about three men to the NWC. Naturally, they are men of considerable experience, men whose career is definitely

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(Editor's note: This is the first in a planned series of articles on the senior officer colleges: the NWC, State's Senior Seminar in Foreign Policy, the AIR War College, the Army War College, the Naval War College, the Armed Forces, and Harvard University's Advanced Management Program.)

with the Agency, and who the Agency believes will profit by this kind of a year away from their desks.

The three CIA men are joined at Fort Lesley J. McNair, "campus" of the National War College, by about 30 other civilian employees of the Federal Government, and by about 100 senior officers of the military services. There they spend nine months studying, reading, attending lectures, participating in seminars, or on field trips.

The mission of the National War College, as prescribed by the Joint Chiefs of Staff, is: "To conduct a course of study of those agencies of government and those military, economic, scientific, political, psychological and social factors of power potential which are essential parts of national security, in order to enhance the preparation of selected personnel of the armed forces and State Department for the exercise of joint and combined high-level policy, command, and staff functions, and for the planning of national strategy." The mission of the college is further defined to include study of ways to avoid war, the national interests and objectives of other nations, and the nature of national power.

Carrying out this mission, the curriculum of the college includes an analysis of the factors of national power in the United States and in other countries; study of the integration of military and foreign policies; the role of the United Nations; the influence on a nation's national security of the possession or lack of economic, scientific, political, psychological, and social resources; the national interests and objectives of the major powers and areas of disagreement between them; the military force needed to carry out national policy in peace and war; war planning and strategy; the impact of science and technology on the armed forces; departmental and interdepartmental problems bearing on national security.

This is the overall scope of the NWC program. To implement it the curriculum is divided into 10 courses, culminating in the development and presentation of basic national security policies which can serve as broad guidelines for the attainment of U.S. objectives. Though the aim and scope of the program have remained constant, over the years there have been changes in emphasis, procedures, and organization. Courses and methods of instruction are subject to

continuous examination and evaluation and every effort is made to keep abreast of national needs and international developments.

The schedule at NWC consists of lectures by outstanding authorities, about four times a week, followed by question-and-answer periods and discussions with the lecturer; assigned readings from the well-equipped library; daily discussion group meetings; committee discussion of problems and presentation of written solutions; and individual research papers, each a graduate-level study of some aspect of national security. Among highlights of the year are field trips to U.N. Headquarters, domestic military installations, and a three-week tour of major capitals and military headquarters in one of several overseas areas (Latin America, West Europe, Africa, SE Asia, the Near East, etc.) The school year at NWC also offers opportunity for athletic and social activities.

In the Agency, work on the nominations begins at least a year in advance of the term for which candidates are to be chosen, usually in July. The nominations of each Deputy Director are presented to an ad hoc committee chaired by the Director of Personnel. This committee interviews the nominees, considers their qualifications, and makes its recommendations to the Director. The Director then approves the choices or makes changes. For further information on this process and on the National War College course, see your Training Officer.

(OTR Bulletin, April 1963)

# UNITED STATES NAVAL WAR COLLEGE

For the past thirteen years the CIA has been sending one student each year to the course on Naval Warfare at the United States Naval War College in Newport, Rhode Island. The Agency nominee has been accepted for the 1964-65 academic year beginning in August 1964. You don't have to be an "old salt" to be selected for this course. Those who have never served in the Navy attend a one week pre-orientation program. During this week they visit the Submarine School at New London, tour a nuclear ballistic missile submarine, and take trips at sea aboard a conventional ("guppy") submarine, a modern destroyer, and an aircraft carrier.

The United States Naval War College is the senior educational institution of the Navy and proudly boasts that it is the oldest institution of its type in the world. It was founded in Newport in 1884. The course in Naval Warfare is the highest level educational course in the Navy. The student body of this resident course includes Navy grades from lieutenant commander through captain, officers of comparable seniority from the other armed services, senior foreign naval officers from various Free World navies, and representatives from certain civilian agencies of the government. Civilian students and students from the other Armed Services in postwar years have comprised a substantial portion of the student body. Directing officers at the Naval War College say that the presence of these students enables the College to stress the interrelationship between naval operations and the operations of the armed service and government agencies, and the Navy's part in joint operations. In addition, these same

officers believe that the presence of senior foreign naval officers permits an international exchange of ideas.

The Course in Naval Warfare is one academic year in length. Its purpose is to further an understanding of the fundamentals of warfare, international relations, and inter-service operations. Emphasis is on the integrated employment of all the elements of naval power including weapon systems and logistics in the accomplishment of the Navy's missions and upon the best employment of sea and naval power in the furtherance of national objectives. The roles of the other military services are studied, as well as the principles and methods of participation in joint and combined operations.

The First Term includes fundamentals of logical analysis, fundamentals of warfare, international law, international relations; basic strategic areas of interest; and formulation of national interests, objectives, and policies. The First Term is concluded by a 5-day Cold War Study.

The Second Term includes a study of those agencies responsible for the formulation and execution of national security policies, considerations of command and decision, major weapon systems indoctrination, command logistics, service capabilities, war gaming, and operational and strategic planning from force to national level based on a background of cold, limited, and general war.

In developing and organizing their thoughts, students are encouraged to exchange ideas and conclusions with each other and with members of the staff. In order to exchange ideas and clarify understanding, as well as to share the special competences of staff and students, many studies are made the subject of group discussions. Moderators may be either members of the staff or students. Some group discussions take the form of seminars in which a student, member of the staff, or invited visitor presents a prepared paper as an introduction to the subject discussed, and then adds his particular knowledge of the discussion.

Lectures at the College are given by members of the staff in addition to lectures by guest speakers. This gives the student access to the leaders in academic, governmental, and civilian institutions who are authorities in their particular field. A feature of lectures is the question period which



follows in which the speakers give their frank comments on specific questions asked by staff and students.

A CIA student at the Course on Naval Warfare should:

- be prepared to be openly identified as a CIA employee to foreign as well as U. S. students at the College;

- have full knowledge, in a general way, of the broad scope of CIA activities and responsibilities, its role in the USIB, and its basic relationships with other services;

- be experienced in or have a knowledge of the activities of the Clandestine Services, especially as these relate to support of the Military and the State Department, to war plans and unconventional warfare, and to counter-insurgency;

- be familiar with military customs and terminology, and have some knowledge of military logistics;

- have a knowledge of International Communism, especially its underlying operational theory, organization, and techniques;

- be prepared for short oral presentations, conference and seminar leadership, group discussions, and preparation of a formal paper of thesis standards on a subject of the student's choice relating to national strategy.

The number of students attending the 1964-65 course will be 160. Prerequisites for nominees for the Course in Naval Warfare within CIA are that the person must be a GS-14 or above; 35-45 years of age; and have top secret and "Q" clearances. Nominations for attendance are made at Deputy Director level to the Training Selection Board. Candidates who are in the area will appear before the Board for personal interview during the selection process. Candidates and alternates chosen by the Board are recommended to the Deputy Director of Central Intelligence for final selection; these selections are made one year in advance.

(OTR Bulletin, June 1964)

# SENIOR SEMINAR IN FOREIGN POLICY

Until Congress decides to establish a National Academy of Foreign Affairs, the Department of State's Foreign Service Institute will probably continue to be the closest thing to such an academy, with emphasis, of course, on training Department of State personnel, with considerable dependence on other institutions to furnish instruction not given at FSI, and with strong emphasis on language and area courses.

Among the courses offered at FSI, the highest level full-time training program in the field of foreign affairs and foreign policy is the Senior Seminar in Foreign Policy. This advanced course is an intensive period of preparation for senior executive positions; it assumes that most of the Seminar participants will eventually be in important positions in the foreign policy making organs of the government. The aims of the Senior Seminar are to provide the intellectual framework for a free and vigorous inquiry into some of the complexities of foreign affairs, and to stimulate these officers in the direction of creative thought and judgment.

The Senior Seminar in Foreign Policy is not conceived of as a substitute for or in competition with the advanced courses given at the National War College and at the other senior service colleges; in a way it is a civilian counterpart of these schools. The State Department uses the same criteria in selecting its own students for the Senior Seminar as it does for its nominations to the various War Colleges.

The heart of the program is the three- to five-hour Seminar meeting based on selected readings and research and stimulated by the participation of outstanding authorities in relevant fields. Seminar speakers include judges, members of Congress, officials of the federal and local governments, military leaders, university professors, and experts from the fields of business, labor, religion, arts, science, and public affairs. Discussions, reading, documentary films, oral and written reports, and book analyses are supplemented by individual and group attendance at meetings of professional and research organizations, visits to the United Nations and to military and industrial installations, and by domestic and foreign travel to gain first-hand knowledge of political, economic, and social problems at home and abroad.

The Senior Seminar is a 10-month course. It is divided into seven sections which provide a review of American foreign relations; U.S. national goals and foreign policy, and the domestic factors which bear on foreign policy; the basic concepts and practices of international relations and the United Nations Organization; communist theory and strategy; neutralist nations; problems of subversive insurgency in underdeveloped areas; and the administration of U.S. foreign policy by the executive arm of the government and the military, and the impact on it of public and Congressional support or opposition. Each participant in the Seminar prepares a major policy study during the last weeks of the course. Field trips in the United States and abroad are interspersed throughout the course to illustrate the issues raised during the Seminar.

In 1963-64, Seminar enrollment will be 26; usually there is one participant each from CIA, USIA, Agriculture, Commerce, Defense, and the Treasury, and one officer from each of the armed services; the balance are Foreign Service officers. The course was designed primarily for the Foreign Service, but State believes that officers from other agencies and services can both contribute to the course and receive from it beneficial training. State assigns to the Seminar only FSO's of the three top grades; nominees of other agencies must be university graduates between 40 and 49 years of age, GS-15 or higher, with at least 10 years experience in the Federal Government and a high potential for further advancement to positions of major responsibility.

CIA has participated in the five previous Seminars, and an Agency nominee has been accepted for the sixth course, beginning this August; Agency participation is based on a continuing review of the value of the course to the Agency and to the individual. Nominations by the Deputy Directors go to an adhoc committee chaired by the Director of Personnel; this committee interviews the nominees, considers their qualifications, and recommends its selection to the DCI. Top Secret, [ ] and "Q" security clearances are required.

(OTR Bulletin, August-September 1963)

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# ADVANCED MANAGEMENT PROGRAM HARVARD UNIVERSITY

Editor's Note: This is the eighth in a series of articles on Senior Officer Schools. The next article, and last of the series, will be on the

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A CIA "Senior Executive Officer," the comptroller of a lawn mower and bicycle manufacturing company, the Chief of the Secret Police of Indonesia, a cheese manufacturer from South Africa, Vice-President of the Eastern Region of Lockheed, Captain of the carrier USS Coral Sea, Chief Economist for the Arabian American Oil Company, and manager of a Mexican plywood company -- add about 140 other diverse occupations, nationalities, and individuals and you have the make-up of the typical Advanced Management Program (AMP) class at Harvard. (In the program, 60-65% of the participants are from large and small private companies in the United States and Canada. Typically, 15-20% are from firms in other parts of the world. Another 15-20% represent military and civilians of the U.S. Government.) Add to this group, lectures, formal and informal discussion groups, seminars, case studies, and business games under the direction of eight leading educators, and you have the structure of this unique educational program.

At some point in his development, almost every executive needs to increase his skills in planning, organizing, and formulating long-range policies. He may wish to understand more clearly the meaning for his organization of salient trends in a rapidly changing environment - technical, economic, political, and social. Or he may need the opportunity to formulate more clearly his own personal values and those attitudes which will condition his behavior as a leader.

The AMP is designed to help the executive meet such needs or opportunities. It aims at developing a general management viewpoint in which the organization is seen as an entity. It seeks to increase skills in planning the strategy in formulating policy for, and in organizing domestic and worldwide organizations. Specific goals are outlined in the catalog as follows:

## OBJECTIVES

to gain an understanding of the processes of management; the internal communication process, control systems, financial flows, planning processes, and formal and informal organization systems.

to develop increased competence in the area of corporate long-range planning and in business policy formulations in a world setting.

to gain understanding of the role of the top administrator in managing his organization, appraising executive performance, providing leadership for his organization, and in dealing with external groups.

to gain understanding of the role of business in society, its responsibilities and its relationships to employees, stockholders, Government agencies, and to the community.

The topics that are covered in the course are:

## COURSE AREAS

Business Policy: the leadership role of top management in developing basic strategies and major policies of the organization.

Administrative Practices: human aspects of administration relevant to high levels of management; the communication process, the individuals, the group and the relations of one group to another; motivation, responsibility, authority, power and influence.

Accounting and Financial Policy: basic accounting concepts and the development and interpretation of data for appraisal, decision-making, and communication; estimating and financing short and long-term needs for funds; proper allocation of capital.

Marketing Management: analysis of market demand; the design and evaluation of marketing programs.

Course Areas (cont'd)

Labor Relations: the range of problems in labor relations from the supervisory to top-management levels; public policy issues.

Business and the World Society: national and international monetary and fiscal policies; antitrust problems, business and government relationships, and ethical issues facing corporate management.

Business History: the role of the business leader in historical perspective; business as an instrument of change.

The Advanced Management Program is given twice a year, in February and in August, and runs for thirteen weeks. Currently the Agency's candidates must be in Grade GS-15 or above and must be between 36 and 50 years of age. Like students who attend other Senior Officer Schools, nominations for AMP are made by a Deputy Director to the Agency's Training Selection Board, and are made at least a year in advance of the date of the program. The Board reviews applications, interviews candidates (if they are available at Headquarters), and submits its recommendation of the Agency's nominee to the DDCI for final approval.

Since 1952 the Agency has sent 27 representatives. Many have submitted reports on the program, all of which are most favorable. Matters of the organization of the course, the material that is presented in it, the way in which a CIA representative is expected to present himself and the Agency, the advantages of working and studying with representatives of other agencies of the Government and with American and foreign businessmen have all been summarized in these reports. About the substance of the course and the stimulation it provided him, one employee wrote:

"The course is beautifully organized, expertly presented, and a stimulus for even the brightest in the class. But the purpose, I'm sure, is not primarily to teach business. It's to challenge you to think in new dimensions; to preserve an open, inquiring mind; and to sharpen your sensitivity for the accelerating changes that the world of tomorrow must inevitably force upon us."



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[REDACTED] the comments of two  
representatives read:

"During the program a custom evolved which required each student to give one or more short presentations on his company and what he did in his company. I found that all the students were extremely interested in CIA and I think that any student who goes to this course should prepare himself beforehand for such a presentation. It can be done and done well without disclosure of classified information."

"... The class members were inclined to be quite frank in discussions of company problems which information would never be found in an annual report or other company public issuance... I used, as source material, the various public addresses of the DCI and recognized public books on CIA and the national security function. I was able to speak quite openly and freely concerning the mission of CIA without revealing material that should not be publicly discussed. The class members showed extreme interest and clearly recognized that there were many questions to which I could not respond... Of importance was the realization that the problems of management in business were generally similar to those in government."

Yet another employee compared the program to "a religious retreat" and as an "opportunity to free oneself from the demands of 'getting the job done' and to consider only the theory of management as a science."

The Advanced Management Program is one of several management programs in which the Agency is interested. Harvard has another course, the Program for Management Development, which is an intensive course for mid-level managers. It includes studies of general management, human behavior, finance, major problems facing business administrators, and the role of business in the national economy. It is usually sixteen weeks long, beginning, like AMP, in late August and in January. The Agency's representative must be Grade GS-13 or above and, again, is chosen by the Agency's Training Selection Board.

(OTR Bulletin, January - February 1965)

## AIR WAR COLLEGE

Editor's Note: This is the sixth article on the Senior Defense Schools (known to Agency employees also as Senior Officer Colleges). Summaries of other Senior Defense Schools will appear in subsequent issues of the OTR Bulletin.

Maxwell Air Force Base, Montgomery, Alabama is the Headquarters of the Air War College, which was established in March of 1946 as the senior professional school in the Air Force's educational system. Like most of the Senior Defense Schools, the Air War College operates on a ten-month curriculum which begins in mid-August and ends in early June. Its primary purpose is to keep its officers abreast of the major problems of national and international relations, military strategy, joint, combined and specific commands, national strategy, modern weapons systems, science and technology, and logistics. Its brochure outlines its objectives more specifically as follows:



1. To gain a more complete understanding of international relations, the nature of conflict, the essential elements of strategy, sound employment doctrine, and staff responsibilities.
2. To further develop an appreciation of current problems of national defense.
3. To develop a comprehensive understanding of the capabilities and limitations of our warfare studies in support of national policy.

Each year the Air War College has approximately 275 persons in the program. These men are from the United States Air Force, Army, Navy, Marine Corps, the Royal Air Force. There are representatives also from the Department of State, USIA, National Security Agency, and the Central Intelligence Agency.

CIA's representatives are officers in Grades GS-14, or higher, and are between the ages of 35 and 45. After an initial screening of applicants within the Directorates, a Deputy Director nominates his candidates for the College to the Agency's Training Selection Board(TSB). The Board screens the candidates in more detail. This part of the screening includes a personal interview with the candidate. (Officers who have been nominated by their Deputy Directors but who are not available for an interview are at no loss in the selection process. Their professional activity away from Headquarters is taken into full consideration.) After the TSB has selected the nominees -- the Agency is expected to have its quota at Air War College increased from two to three for the next session -- the names are sent to the DDCI for final selection. Successful candidates are notified by TSB of their selection; so too are those not so successful. (Failure to be selected one year is not necessarily a deterrent to applying for the following year's program.)

During the ten months of the course students at the Air War College have an opportunity to hear top-level civilian and military leaders speak quite frankly about the most sensitive aspects of U. S. policy. They also hear lectures by leaders in the fields of education, industry, science, and politics. There are opportunities for question and answer exchanges by the students and instructors; there are seminars, research, prescribed reading, field trips, and a thesis.

Seminars are designed to supplement the lectures and individual research. Reading assignments are planned to provide the students with background material. The thesis program is intended to complement the lectures, the reading, and the seminars. For his thesis, the student selects a problem dealing with an aspect of national defense.

There may be several field trips. One year the students visited Cape Kennedy for a tour of the facility and to observe the launching of Atlas and Titus missiles; they took a cruise

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aboard the attack carrier, USS Independence, to witness launching and retrieving of aircraft, anti-submarine tactics, and aircraft rocket firing; also, a trip to Fort Benning to witness a fire-power demonstration and the Army's latest airborne tactical concepts.

As is the case with other Senior Defense Schools, there is an additional feature at Air War College whereby those who wish to take advantage of it may participate in the Off-Campus George Washington University Center of the College of General Studies which is located at the Base. The feature provides an opportunity for AWC students and faculty and professional graduates to further their formal academic education during off-duty hours. Courses are offered toward a Bachelor's degree in the College of General Studies and toward an MA in International Studies.

In addition to the benefits from lectures given by top-level representatives of the government and industry, field trips and private research, there is always the added advantage, as one CIA representative summarized, which comes from the close associations and friendships established with representatives of the Armed Services. Many of these individuals can be expected to hold important positions in their respective services and the rapport can be of mutual benefit in facilitating liaison and support.

Selection of the Agency's candidates for the 1965-66 year is underway. For information consult your Senior Training Officer.

(OTR Bulletin, October-November 1964)

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## THE ARMED FORCES STAFF COLLEGE

This is the fifth in a series of OTR Bulletin articles on Senior Officer Colleges. Articles on National War College, Senior Seminar in Foreign Policy, Industrial College of the Armed Forces, and the Naval War College appear in previous editions of the Bulletin.\* In subsequent issues the Air War College, Army War College, and the Advanced Management Program-Harvard University, will be summarized.



The Armed Forces Staff College at Norfolk, Virginia conducts two five-month courses a year, usually beginning in February and in August. The course is for military officers primarily (including 15 observers from Britain, France, Canada and Australia). Four civilian agencies are represented, by quota, in each course. CIA has a quota of four (until August of 1964 it was only two); NSA, USIA, and the Department of State also send representatives. Until this year there have been about 235 members in a class; this year AFSC has increased its registration and the August class will open with about 270. Since its establishment on 3 February 1947, AFSC has graduated over 6,000 officers. CIA began sending representatives in 1952; to date, forty have completed a course.

An Agency candidate must be between the ages of 30 and 45 and be in grade GS-13 or higher. (The average age of Agency participants is 42.) Initial screening and nomination begin in each of the Directorates about a year in advance of

\* National War College May 1963

Senior Seminar in Foreign Policy August-September 1963

Industrial College of the Armed Forces December 1963

U. S. Naval War College June 1964

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nomination in August. After nomination by a Deputy Director the Agency's Training Selection Board (TSB) screens further and interviews employees whose names have been submitted and who are available for interview. (Employees who are not available to be interviewed because of overseas assignment are at no disadvantage; full consideration is given to his responsibilities abroad.) After the TSB chooses the nominees, the list of names is sent to the Deputy Director of Central Intelligence for final selection. Successful candidates are notified officially of selection and the Office of Training makes arrangements with the College for each nominee's attendance.

The original mission of the College has been expanded to include education for combined staff planning and operations and an understanding of the political-military problems which are mainly met at every level of staff and command. Specifically, the objectives of the course are:

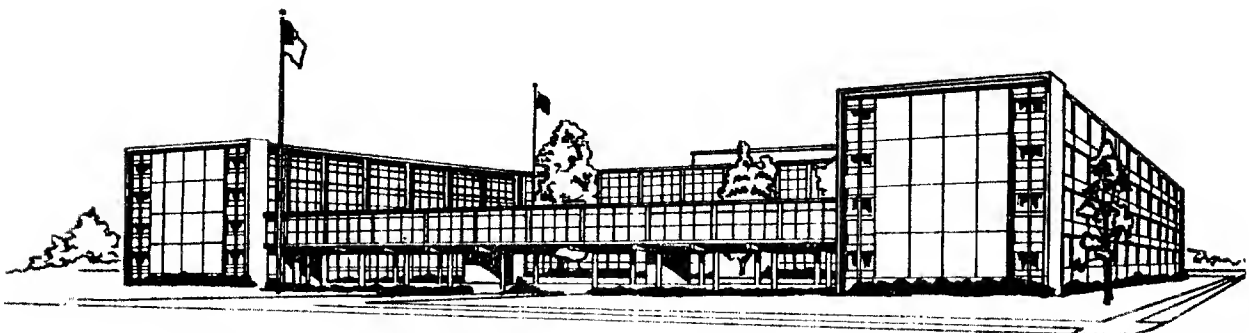
1. To promote teamwork among the Services.
2. To prepare officers in the organization, planning, and conduct of joint and combined operations.
3. To prepare officers for duty in the higher echelons of the armed forces.
4. To promote the development of understanding between higher echelons of the armed forces and those other agencies of the government which contribute to national security and to provide an appreciation of the related aspects of national and international security.

The objectives are attained through seminars, lectures, a thesis, and orientation trips. The seminar groups are made up of 15, usually five from each Service. Each seminar has three faculty advisors. Guest lecturers are key military and civilian officials of the government, as well as speakers from outside government. Their subjects are on organization and mission of government organizations related to national strategy and defense. A staff-study thesis is intended to acquaint officers with the principles of research and with the format used in a staff study. The orientation trips are made to domestic military training establishments and are planned so the student can visualize the

military-power capabilities of the ground, air, and naval forces. (One class had a field trip which included a two-day program at Fort Benning, Georgia, a day at Camp Le Juene, North Carolina; a cruise aboard the nuclear-powered aircraft carrier "Enterprise;" a deep dive aboard the nuclear-powered submarine "Shark;" and finally a day at the Tactical Air Command and NASA Research Center at Langley Air Force Base, Virginia.)

The instruction covers:

1. Characteristics, organization, and employment of the armed forces and the relationships of those forces to each other with adequate exposition of their respective capabilities and limitations.
2. Principles involved in the U. S. unified command organization and the organization of joint and combined commands and staff and their responsibilities and procedures.



**THE ARMED FORCES STAFF COLLEGE**  
**Norfolk, Virginia**

3. Organization, composition, and functions of joint and combined commands with respect to strategic, tactical, and logistic responsibilities of the commanders, with emphasis upon major war conditions, and the organization and composition of current major combined commands in which the United States participates.
4. Aspects of joint and combined operations, including command relationships, organization, and planning.
5. Trends of new weapons and scientific developments and their effects on joint and combined operations.
6. Military, political, geographic, historical, economic, psychological, ideological, and other facts affecting U. S. national strategy and U. S. - Allied security including the threat to that security.

The course has been evaluated very favorably by Agency employees. Many think that the great value is the opportunity to work with and learn of the interrelationships among the CIA, Department of State, and the Armed Services. Appreciation of the workings of the military organization and the role of the military in formulating national policy was one of the observations made by a recent returnee. To quote, "the students from CIA, State, etc., were provided a better appreciation and understanding for the workings of the military organization. . . ." This employee also commented that "In the case of a CIA officer assigned to a Staff function on the joint or combined level, this course provides the background and references which lead to better understanding." Another student from CIA said that "it filled some large gaps in my knowledge" and he believed that it presented CIA with a rare opportunity to improve its reservoir of competent personnel in military problems.

If you are interested in more details about the AFSC, call the Admissions and Information Branch of the Registrar Staff

(OTR Bulletin, September 1964)

# ARMY WAR COLLEGE

Editor's Note: This is the seventh in a series of articles on the Senior Defense Colleges, Senior Seminar in Foreign Policy and the Advanced Management Program (AMP) at Harvard. AMP will appear in the January 1965 OTR Bulletin.

The Army War College located at Carlisle Barracks, Pennsylvania, is the Army's senior educational institution. It was founded in 1901 at the instigation of Secretary of War Elihu Root and was initially located at 20 Jackson Place, N. W., Washington, D. C. In June 1907 the College moved to Washington Barracks, D. C. --now Fort Lesley J. McNair. (Classes were temporarily suspended from 1917-1920 and from 1940-1950.) When classes were resumed in 1950, the College was relocated at Fort Leavenworth, Kansas. In July 1951 the College moved to its present location at Carlisle Barracks.



The mission of the Army War College is "to prepare senior officers for command and high-level staff duties, with emphasis on Army doctrine and operations and to advance interdepartmental and interservice understanding." The course is at the postgraduate level and is based primarily on a system of written solutions to broad problems. It is

covered by lectures, prescribed reading, role playing in simulated committees, student exchange, seminars, question and answer periods, research, and by presentation of a paper on a subject closely aligned to a topic covered in the following courses:

- Course 1 -- The World Environment and International Relations (Approx. 3 1/2 weeks)
- Course 2 -- The United States and the North Atlantic Community (Approx. 7 1/2 weeks)
- Course 3 -- The Communist Powers (Approx. 3 1/2 weeks)
- Course 4 -- The Developing Areas (Approx. 4 1/2 weeks)
- Course 5 -- Management of United States Military Power (4 weeks)
- Course 6 -- Strategic Military Concepts and Capabilities (Approx. 5 1/2 weeks)
- Course 7 -- Science, Technology, and Future Military Power (4 weeks)
- Course 8 -- United States National Strategy and a Supporting Military Program (6 weeks)

In the Class of 1963-64 there were 202 students of which 167 were Army officers. The balance of the class was made up of officers from the United States Air Force, Navy, Marine Corps, and of civilian representatives from CIA, State, USIA, and Department of Army.

CIA's quota for the AWC is one each year. (It had been two until 1959.) The Agency's nominee must be between 35 and 45 years of age, Grade GS-14 or higher, and must have Top Secret and "Q" clearances. It is recommended that he have at least five years of Agency experience and it is to his advantage that he is able to communicate effectively both orally and in writing. It is important to CIA that its representative have both experience and ability to present clearly and convincingly the Agency's role in the intelligence community and in the Federal Government. As a matter of interest to

our readers the average grade of CIA representatives, based on the last twelve years, is GS-14; the average length of Agency experience before attending AWC is 8.6 years; and the 19 representatives so far have been selected from the four major components.

Responsibility for presenting names of candidates for the AWC rests within each Directorate. These are sent to the Training Selection Board (TSB) about a year in advance of the course (Directorates are notified as to the date these nominations are due). The role of the TSB is to consider the background of the nominees from all Directorates and in its screening process, to call in the nominees for a personal interview. (This procedure, for obvious reasons, is waived in the case of nominees who are not available for such an interview. The fact that the person is not available is no deterrent to final selection.)

The TSB submits the name of the principal choice to the DDCI for his approval. The successful candidate is notified by TSB through liaison channels. TSB also notifies those who were not successful in the competition. Failure to be chosen one year does not preclude nomination for another year, nor does it preclude a person's being nominated for another Senior Defense School or program of that caliber.

Agency representatives have found the AWC year a very profitable one professionally. Both verbal and written reports attest to benefits from the opportunities that accompany a sabbatical leave. A recent participant has this to say about his ten months at AWC:

"...a student gains expanded knowledge, improved skills, and broadened experience. The central theme of the curriculum--the design of a national strategy and a supporting military program--provides a framework for acquiring information, developing aptitudes in management, and in adding to one's power of judgment. The study of specific problems of U.S. national security provided an opportunity for learning beyond the areas of my previous substantive background. As a student I was compelled to develop a keener sensitivity for key facts and sources on substantive matters and greater finesse in work programing. Of considerable, if not equal importance, was the knowledge acquired of the

structure and procedures of decision making in the Federal Government. This was gained not so much by directed study as by voluntary research and investigation through such devices as experience in committee sessions simulating NSC-level operations, conversations with students and faculty members who have held positions in policy-making bodies, and questioning of guest lecturers and seminar participants.

"This form of sabbatical year gives one an opportunity to read widely, reflect at length, exchange views and develop new perspectives. Moreover, it provides occasion to consider issues of national significance, to ponder questions of personal or public philosophy, to delve deeply into problems of individual interest and to develop hypotheses or solutions entirely on one's own...

"Agency representation at the Army War College involves a number of considerations beyond the value derived from employee training. The furthering of interagency cooperation and coordination is the most important of these considerations. Since cooperation and coordination depend on a meeting of mind which in turn stems from an understanding of functions, interests and attitudes, and exchange of views, a sort of interpersonal education is involved. The War College is the locus of such cross-fertilization of ideas on a wide range of subjects. It is therefore a most appropriate place for the Agency to get across to an influential segment of military careerists important information as to the Agency's role in the Federal Government."

(OTR Bulletin, December 1964)

# THE INDUSTRIAL COLLEGE OF THE ARMED FORCES

As early as World War I it became evident that in modern war the mobilization of the armed forces must be accompanied by a carefully planned and organized mobilization of the nation's full economic and industrial strength. Realization of this need resulted in the foundation of the Army Industrial College in 1924 to train officers to carry out the Army's responsibilities for peacetime planning of wartime economic preparedness. In this school was trained the nucleus of experts who, in large measure, made possible the vast program of wartime economic mobilization and military supply operations which provided the base of the Allied victory in the second World War.

In September 1948 the Industrial College of the Armed Forces was officially established as a joint senior military educational institution under the direction of the Joint Chiefs of Staff. The Army, Navy and Marine Corps, and the Air Force participate on an equal basis as members of the staff, faculty, and student body.

Since 1949 there have also been civilian students at the college, selected from senior government officials. CIA's quota allows it to send three officers to the ten-month Resident Course at the College each year. The Deputy Directors nominate, an ad hoc committee selects, and the DCI confirms these three as his representatives at the College.

The mission of the Industrial College is to conduct courses in the economic and industrial aspects of national security



under all conditions and in the context of both national and world affairs. Interrelated military, logistical, administrative, scientific, technological, political, and social factors affecting national security are considered to the extent that they are pertinent. The economic-industrial emphasis in the Industrial College distinguishes its mission and program from those of the National War College, which stresses foreign policy and military strategy.

The core of the College's educational program is the Resident Course, now given each year to approximately 160 selected military and civilian officers representing all major functional, command, and technical responsibility in the military services and many government agencies. This course attempts to present a balanced background picture of world economic conditions, international politics, and the foreign and domestic scenes in terms of their influence on U.S. national security. Close attention is given to the impact of scientific and technological advances on military and economic strength, and to the problem of maintaining social order and economic health under post-nuclear-attack conditions. Meeting and defeating the economic, political, and psychological challenges of communism are important themes of the course.

The Resident Course is divided into nine units: Foundations (a survey and review of economics, political science, and modern warfare and strategy); National Security Policies, Programs, and Budgets (the roles of government and other interests and groups); Resources (human and natural, domestic and foreign); Materiel Management (procurement policies, plans, and programs); Economic Stabilization (problems of a free-enterprise economy under conditions of international tension and in time of war); Contemporary International Policies (the East-West conflict; collective security; foreign policies and internal political and economic conditions in principal nations); Economic Capability for International Conflict (strengths and weaknesses in the economies of major nations; regional groupings); International Field Studies (visits to operating centers of economic, political, and military life in the free world); Plans and Readiness for Conflict (a critical analysis and appraisal of U.S. preparedness; preparation of comprehensive policies, plans, and actions for success in total or limited war and during a continuing period of international tension).

Lectures and seminars form the bulk of the Resident Course. Lectures are by members of the College faculty and by outstanding visiting specialists. Students form committees for discussion of specific problems. They work together on committee reports and each is expected to produce a thesis, and an oral presentation on an assigned subject. Consultation with faculty and outside military and civilian experts is encouraged. In addition to the International Field Studies Program, there are field trips to U.S. industrial installations and to the United Nations.

The Industrial College of the Armed Forces also has a School of Extension Studies. The principal offering of this school is the series of National Security Seminars. These are digests of the Resident Course presented each year in selected cities throughout the country. Two teams of Army, Navy, and Air Force officers make up the instructional staff. Each National Security Seminar is a two-week, five-hour-per-day series of lectures, forums, discussions, and visits to local industries. Each includes study of the natural, social, industrial, and related resources essential to a war economy in major world areas, examination of U.S. organization for national security, a critical appraisal of U.S. resources of power, fuel, transport, communications, strategic materials, manpower, agriculture, and manufacturing plant, evaluation of the communist threat, and emphasis on the interrelationship of the civilian and military components of the U.S. defense team. The objective of the Seminars is to expand the nucleus of informed individuals who are aware and capable of resolving the problems which arise from the external threats to the national economy and well-being. Enrollment is open to local military officers and key civilians in industry, business, labor, education, science, and civic community life.

The School of Extension Studies also has a graduate-level correspondence course which presents the subject matter of the Resident Course. The correspondence course is available to both military officers and civilians. It is organized into 22 textbooks and includes exercises and examinations. A certificate of completion is awarded to those who complete the course with a minimum average score of 60 in the examinations. Arrangements to take the course are made through External Training Branch, Registrar Staff/OTR. Applicants should be in GS Grade 11 or higher.

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## THE NATIONAL WAR COLLEGE

..... THE YEAR, which could almost be called a sabbatical, was invaluable, a unique opportunity to shed everyday problems and reflect on world problems and one's own relations with them. .... INTERESTING and provocative, a pleasure and a privilege. .... VERY BROAD in scope, well conceived, and generally well carried out; facilities good and service (research held, etc.) truly remarkable.

These remarks were culled from reports written by senior officers of the Agency to describe their year at the National War College, and are fairly representative of the favorable impressions brought back by CIA men from this most senior of the senior defense schools.

Now you can't just call your Training Officer, fill out a Form 136, and step right into the next class at the National War College. This is one form of external training which must seek you. .... you must be nominated by a Deputy Director and selected by the DCI. Those chosen attend as representatives of the DCI. Each year this Agency sends about three men to the NWC. Naturally, they are men of considerable experience, men whose career is definitely

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(Editor's note: This is the first in a planned series of articles on the senior officer colleges: the NWC, State's Senior Seminar in Foreign Policy, the AIR War College, the Army War College, the Naval War College, the Armed Forces, and Harvard University's Advanced Management Program.)

with the Agency, and who the Agency believes will profit by this kind of a year away from their desks.

The three CIA men are joined at Fort Lesley J. McNair, "campus" of the National War College, by about 30 other civilian employees of the Federal Government, and by about 100 senior officers of the military services. There they spend nine months studying, reading, attending lectures, participating in seminars, or on field trips.

The mission of the National War College, as prescribed by the Joint Chiefs of Staff, is: "To conduct a course of study of those agencies of government and those military, economic, scientific, political, psychological and social factors of power potential which are essential parts of national security, in order to enhance the preparation of selected personnel of the armed forces and State Department for the exercise of joint and combined high-level policy, command, and staff functions, and for the planning of national strategy." The mission of the college is further defined to include study of ways to avoid war, the national interests and objectives of other nations, and the nature of national power.

Carrying out this mission, the curriculum of the college includes an analysis of the factors of national power in the United States and in other countries; study of the integration of military and foreign policies; the role of the United Nations; the influence on a nation's national security of the possession or lack of economic, scientific, political, psychological, and social resources; the national interests and objectives of the major powers and areas of disagreement between them; the military force needed to carry out national policy in peace and war; war planning and strategy; the impact of science and technology on the armed forces; departmental and interdepartmental problems bearing on national security.

This is the overall scope of the NWC program. To implement it the curriculum is divided into 10 courses, culminating in the development and presentation of basic national security policies which can serve as broad guidelines for the attainment of U.S. objectives. Though the aim and scope of the program have remained constant, over the years there have been changes in emphasis, procedures, and organization. Courses and methods of instruction are subject to

continuous examination and evaluation and every effort is made to keep abreast of national needs and international developments.

The schedule at NWC consists of lectures by outstanding authorities, about four times a week, followed by question-and-answer periods and discussions with the lecturer; assigned readings from the well-equipped library; daily discussion group meetings; committee discussion of problems and presentation of written solutions; and individual research papers, each a graduate-level study of some aspect of national security. Among highlights of the year are field trips to U.N. Headquarters, domestic military installations, and a three-week tour of major capitals and military headquarters in one of several overseas areas (Latin America, West Europe, Africa, SE Asia, the Near East, etc.) The school year at NWC also offers opportunity for athletic and social activities.

In the Agency, work on the nominations begins at least a year in advance of the term for which candidates are to be chosen, usually in July. The nominations of each Deputy Director are presented to an ad hoc committee chaired by the Director of Personnel. This committee interviews the nominees, considers their qualifications, and makes its recommendations to the Director. The Director then approves the choices or makes changes. For further information on this process and on the National War College course, see your Training Officer.

(OTR Bulletin, April 1963)

# UNITED STATES NAVAL WAR COLLEGE

For the past thirteen years the CIA has been sending one student each year to the course on Naval Warfare at the United States Naval War College in Newport, Rhode Island. The Agency nominee has been accepted for the 1964-65 academic year beginning in August 1964. You don't have to be an "old salt" to be selected for this course. Those who have never served in the Navy attend a one week pre-orientation program. During this week they visit the Submarine School at New London, tour a nuclear ballistic missile submarine, and take trips at sea aboard a conventional ("guppy") submarine, a modern destroyer, and an aircraft carrier.

The United States Naval War College is the senior educational institution of the Navy and proudly boasts that it is the oldest institution of its type in the world. It was founded in Newport in 1884. The course in Naval Warfare is the highest level educational course in the Navy. The student body of this resident course includes Navy grades from lieutenant commander through captain, officers of comparable seniority from the other armed services, senior foreign naval officers from various Free World navies, and representatives from certain civilian agencies of the government. Civilian students and students from the other Armed Services in postwar years have comprised a substantial portion of the student body. Directing officers at the Naval War College say that the presence of these students enables the College to stress the interrelationship between naval operations and the operations of the armed service and government agencies, and the Navy's part in joint operations. In addition, these same

officers believe that the presence of senior foreign naval officers permits an international exchange of ideas.

The Course in Naval Warfare is one academic year in length. Its purpose is to further an understanding of the fundamentals of warfare, international relations, and inter-service operations. Emphasis is on the integrated employment of all the elements of naval power including weapon systems and logistics in the accomplishment of the Navy's missions and upon the best employment of sea and naval power in the furtherance of national objectives. The roles of the other military services are studied, as well as the principles and methods of participation in joint and combined operations.

The First Term includes fundamentals of logical analysis, fundamentals of warfare, international law, international relations; basic strategic areas of interest; and formulation of national interests, objectives, and policies. The First Term is concluded by a 5-day Cold War Study.

The Second Term includes a study of those agencies responsible for the formulation and execution of national security policies, considerations of command and decision, major weapon systems indoctrination, command logistics, service capabilities, war gaming, and operational and strategic planning from force to national level based on a background of cold, limited, and general war.

In developing and organizing their thoughts, students are encouraged to exchange ideas and conclusions with each other and with members of the staff. In order to exchange ideas and clarify understanding, as well as to share the special competences of staff and students, many studies are made the subject of group discussions. Moderators may be either members of the staff or students. Some group discussions take the form of seminars in which a student, member of the staff, or invited visitor presents a prepared paper as an introduction to the subject discussed, and then adds his particular knowledge of the discussion.

Lectures at the College are given by members of the staff in addition to lectures by guest speakers. This gives the student access to the leaders in academic, governmental, and civilian institutions who are authorities in their particular field. A feature of lectures is the question period which



follows in which the speakers give their frank comments on specific questions asked by staff and students.

A CIA student at the Course on Naval Warfare should:

- be prepared to be openly identified as a CIA employee to foreign as well as U. S. students at the College;

- have full knowledge, in a general way, of the broad scope of CIA activities and responsibilities, its role in the USIB, and its basic relationships with other services;

- be experienced in or have a knowledge of the activities of the Clandestine Services, especially as these relate to support of the Military and the State Department, to war plans and unconventional warfare, and to counter-insurgency;

- be familiar with military customs and terminology, and have some knowledge of military logistics;

- have a knowledge of International Communism, especially its underlying operational theory, organization, and techniques;

- be prepared for short oral presentations, conference and seminar leadership, group discussions, and preparation of a formal paper of thesis standards on a subject of the student's choice relating to national strategy.

The number of students attending the 1964-65 course will be 160. Prerequisites for nominees for the Course in Naval Warfare within CIA are that the person must be a GS-14 or above; 35-45 years of age; and have top secret and "Q" clearances. Nominations for attendance are made at Deputy Director level to the Training Selection Board. Candidates who are in the area will appear before the Board for personal interview during the selection process. Candidates and alternates chosen by the Board are recommended to the Deputy Director of Central Intelligence for final selection; these selections are made one year in advance.

(OTR Bulletin, June 1964)

# SENIOR SEMINAR IN FOREIGN POLICY

Until Congress decides to establish a National Academy of Foreign Affairs, the Department of State's Foreign Service Institute will probably continue to be the closest thing to such an academy, with emphasis, of course, on training Department of State personnel, with considerable dependence on other institutions to furnish instruction not given at FSI, and with strong emphasis on language and area courses.

Among the courses offered at FSI, the highest level full-time training program in the field of foreign affairs and foreign policy is the Senior Seminar in Foreign Policy. This advanced course is an intensive period of preparation for senior executive positions; it assumes that most of the Seminar participants will eventually be in important positions in the foreign policy making organs of the government. The aims of the Senior Seminar are to provide the intellectual framework for a free and vigorous inquiry into some of the complexities of foreign affairs, and to stimulate these officers in the direction of creative thought and judgment.

The Senior Seminar in Foreign Policy is not conceived of as a substitute for or in competition with the advanced courses given at the National War College and at the other senior service colleges; in a way it is a civilian counterpart of these schools. The State Department uses the same criteria in selecting its own students for the Senior Seminar as it does for its nominations to the various War Colleges.

The heart of the program is the three- to five-hour Seminar meeting based on selected readings and research and stimulated by the participation of outstanding authorities in relevant fields. Seminar speakers include judges, members of Congress, officials of the federal and local governments, military leaders, university professors, and experts from the fields of business, labor, religion, arts, science, and public affairs. Discussions, reading, documentary films, oral and written reports, and book analyses are supplemented by individual and group attendance at meetings of professional and research organizations, visits to the United Nations and to military and industrial installations, and by domestic and foreign travel to gain first-hand knowledge of political, economic, and social problems at home and abroad.

The Senior Seminar is a 10-month course. It is divided into seven sections which provide a review of American foreign relations; U.S. national goals and foreign policy, and the domestic factors which bear on foreign policy; the basic concepts and practices of international relations and the United Nations Organization; communist theory and strategy; neutralist nations; problems of subversive insurgency in underdeveloped areas; and the administration of U.S. foreign policy by the executive arm of the government and the military, and the impact on it of public and Congressional support or opposition. Each participant in the Seminar prepares a major policy study during the last weeks of the course. Field trips in the United States and abroad are interspersed throughout the course to illustrate the issues raised during the Seminar.

In 1963-64, Seminar enrollment will be 26; usually there is one participant each from CIA, USIA, Agriculture, Commerce, Defense, and the Treasury, and one officer from each of the armed services; the balance are Foreign Service officers. The course was designed primarily for the Foreign Service, but State believes that officers from other agencies and services can both contribute to the course and receive from it beneficial training. State assigns to the Seminar only FSO's of the three top grades; nominees of other agencies must be university graduates between 40 and 49 years of age, GS-15 or higher, with at least 10 years experience in the Federal Government and a high potential for further advancement to positions of major responsibility.

CIA has participated in the five previous Seminars, and an Agency nominee has been accepted for the sixth course, beginning this August; Agency participation is based on a continuing review of the value of the course to the Agency and to the individual. Nominations by the Deputy Directors go to an ad hoc committee chaired by the Director of Personnel; this committee interviews the nominees, considers their qualifications, and recommends its selection to the DCI. Top Secret, [ ] and "Q" security clearances are required.

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(OTR Bulletin, August-September 1963)

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